

**THE EFFECTIVENESS OF USING CO-OP CO-OP (COOPERATING
IN ORDER TO COOPERATE) TOWARDS STUDENTS' READING
COMPREHENSION ON EXPLANATION TEXT OF THE
SECOND SEMESTER AT THE ELEVENTH GRADE
OF SMA NEGERI 1 GEDONG TATAAN IN THE
ACADEMIC YEAR 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

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RADEN INTAN LAMPUNG
2018**

ABSTRACT
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2017/2018**

By
Desy Desmita Wulandari

In the reading process, the students found the difficulties. This is proven by the students' score from the preliminary research. There were 59.7% of the students who got the score under 70 as the criteria of minimum mastery. Thus, the new technique was proposed, the technique was Co-op Co-op. The objective of this research is to know whether or not there is a significant effect of using Co-op Co-op toward students' reading comprehension on explanation text.

The quasi experimental of quantitative method was used in this research because the sample of the research was not randomized and aimed at improving the students' reading comprehension. The population of this research was the eleventh grade. The sample was taken out from the population which consisted of three classes; they were try-out class, experimental class and control class. The treatments were held in three meetings. Lecturing technique as a regular technique was used in control class and Co-op Co-op was used in experimental class. In collecting the data, pre-test and post-test were given for both classes. The data which had been collected was analyzed by using SPSS version 16. The independent sample t-test was used to test the hypotheses because the sample was taken from two different samples and to compare both control and experimental class' mean.

Based on the data analysis which was computed by using SPSS, the value of significant generated Sig (Pvalue) was 0.005 and $\alpha = 0.05$. In other words, H_a was accepted and H_o was rejected because Sig (Pvalue) $0.005 < 0.05$ (α). It can be concluded that there was a significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

Keywords: *Reading Comprehension, Explanation Text, Co-op Co-op.*



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MOTTO

وَأَتْلُ مَا أُوحِيَ إِلَيْكَ مِنْ كِتَابِ رَبِّكَ ۖ لَا مُبَدِّلَ لِكَلِمَاتِهِ وَلَنْ تَجِدَ مِنْ دُونِهِ
مُلْتَحِدًا (٢٧)

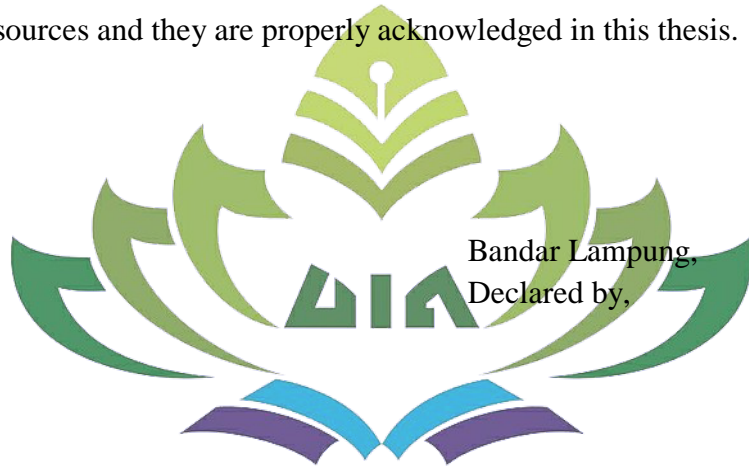
*And recite (and teach) what has been revealed to thee of the Book of thy Lord:
none can change His Words, and none wilt thou find as a refuge other than Him
(QS. Al Kahf : 27).¹*



¹ A. Yusuf Ali, *The Holy Qur'an Text Translation and Commentary*, (Maryland: Amana Corp, 1983), p.844

DECLARATION

I hereby stated that this thesis entitled The Effectiveness of Using Co-Op Co-Op (Cooperating In Order To Cooperate) towards Students' Reading Comprehension on Explanation Text of the Second Semester at the Eleventh Grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, July 2018
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DEDICATION

This thesis would be dedicated to all of beloved ones:

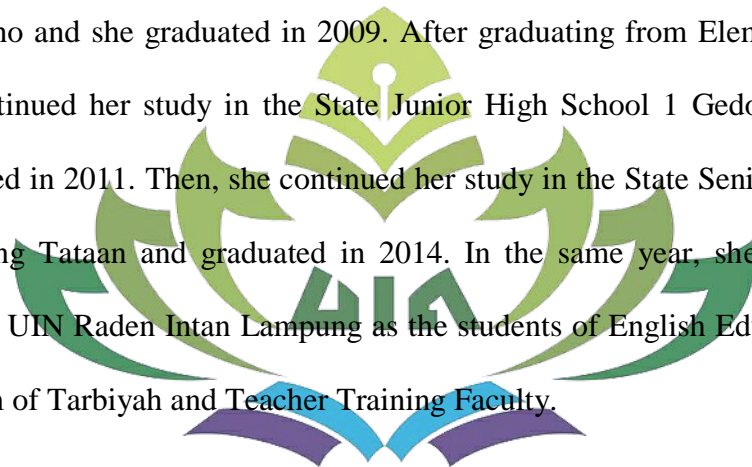
1. My parents, Mr. Sumarjo and Ms. Endar Yulianti who have given me the strength and motivation to move forward until the completion of this thesis.
2. My Sisters, Lulu' Ulmahmudah, A.Md.KL. and Amalia Atika
3. My Almamater, UIN Raden ~~Intan~~ Lampung.



CURRICULUM VITAE

Desy Desmita Wulandari was born in Gedong Tataan on December 01, 1996. She is the second child of Mr. Sumarjo and Ms. Endar Yulianti. She has an older sister, Lulu' Ulmahmudah and a younger sister, Amalia Atika. She lives in Gedong Tataan, Pesawaran.

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May Allah, the most Merciful and the most Compassionate, always give His blessing and compassion for all muslim in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this, the criticism and suggestion from the reader are needed in order to fix the quality of the thesis.

Bandar Lampung, July 2018
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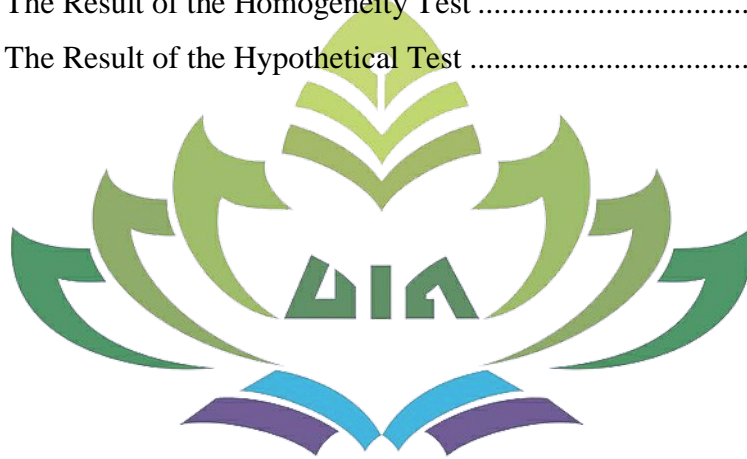
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CHAPTER I

INTRODUCTION

A. Background of the Problem

We live as a social beings. We need to communicate to each other. The purpose of communication is to express the information, mind, feeling, knowledge among us, it must be done effectively so that the purpose are delivered properly. In order to communicate with others, the connector is needed.

In this term, the connector means language. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language is a communication tool for help everyone in the world. Indonesian people are using English as a international language to communicate with foreigner because they don't have same first language. English cannot only be seen as a tool of communication, but also as an ability which should be mastered by the students. There are four basic skills in learning English, they are listening, speaking, reading and writing.

As a muslim, Allah orders all of his servants to recite the Holy Qur'an. People who always reciting the Qur'an may be raised degree after

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate : Longman, 4th Edition, 2007), p.13

degree by Allah. The order to recite Holy Qur'an can be seen in the Sura Al-Alaq sign number 1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created- (1) Created man, out of a (mere) clot of congealed blood: (2) Proclaim! And thy Lord is Most Bountiful, (3) He Who taught (the use of) the pen,- (4) Taught man that which he knew not (5)”² (QS. Al-Alaq: 1-5)

For Indonesian students, reading skill is crucial to success in our educational system. Huckin, Haynes, & Coady in Al-Ghazo stated that the English reading ability is the most important component of English performance, particularly in an academic setting.³ It means that to get the knowledge/information from English textbook , to understand written communication such as instruction from the teacher and also to confront English written test in their examination, all of them need reading skill.

² A. Yusuf Ali, *The Holy Qur'an Text Translation and Commentary*, (Maryland: Amana Corp, 1983), p.2077-2078

³ Abeer Al-Ghazo, “The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students”. *International Journal of English and Education*, Vol. 4 No. 3 (July 2015), p. 93

Linse stated that reading is a set of skill that involves making sense and deriving meaning from the pointed word.⁴ According to Alderson in Farid Helmi, reading is the interaction between a reader and the text.⁵ It means that when the readers read the text, their brain work to receive the massage, that is giving them sense of efficacy when having access the information. The reader is looking at the print out text, deciphering the symbols on the page, deciding what they “mean” and how they relate to each other to understand the text. Thus, extract meaning from the reading text requires high conscentration, vocabulary mastery, previous knowledge and also high of reading interest. Text as a medium used in reading activities may includes books, journals, newspapers, magazines, novels, comic and other.

The goal of reading is comprehension. In order to comprehend the text, students must be able to decode the words on the page and to extract meaning. As we know that reading is a receptive skill through which the learners understand the vocabulary, grammar and sentence structure and by reading students receives a lot knowledge, a lot of reading will broaden our thinking about information. But, according to Rokhasari in M. Saber, reading is not just the process of analyzing vocabularies and structures of the sentences; it needs different reading strategies to read successfully in

⁴ Caroline T. Linse, *Practical English Language Teaching* (New York: McGraw-Hill, 2005), p. 69

⁵ Farid Helmi Setyawan, “The Implementation of Kagan’s Cooperative (Co-op) Technique to Improve Reading Comprehension of Junior High Students”. *Journal of Linguistic and English Teaching*, Vol.2 No.1 (April, 2017), p.39

English.⁶ From the above theory, the writer thinks that the technique used by teachers to teach reading comprehension is one of the most important aspects to achieve success in learning.

The preliminary research was conducted at SMA Negeri 1 Gedong Tataan, Pesawaran. The subject of the research was the eleventh grade students. In the preliminary research, the data was taken by interview with the English teacher (Betsu Santy, S.E, M.Pd), distributed questionnaire for students in some classes and also the data of reading comprehension score was collected as well.

Furthermore, the teacher was asked about the criteria of the student reading comprehension score. Based on the criteria of Brown, the reading score of the students is poor if the students get 61-69. Based on the data obtained, from 176 students, only 71 (40.3%) of students were able to get score above the criteria and 105 (59.7%) of students get score under the criteria⁷. It means that many students had low reading score in learning process. There are many reasons why their reading skill is poor based on the data from interview with English teacher and questionnaire from students.

⁶ M. Saber Khaghaninejad et.al., "Examining the Effects of Strategy-Based Instruction of Reading Passages to Irian Undergraduate EFL Learners". *International Journal of English Language and Literature Studies*, Vol. 4 No. 2 (April 2015), p. 97

⁷ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco: Longman. 2003), p. 185

This showed that the competence of students reading comprehension was not optimal. Based on the interviewed with English teacher and questionnaire from some students of elventh grade, the students who have not reached the criteria was assumed generally have some problems related their knowledge and reading ability.

Based on the result of questionnaire, these problems, among others:

(1) 53.2% of students said that they did not like study English subject. They thought English was very hard to be learn because sometime they could not understood what the teacher said when use English in the classroom; (2) the reading interest, 66% of students said that they were lazy to read because they did not like reading activity, the students felt that reading activity spent a lot of time to read its sentences and they had to understand or, at least, predict the meanings of unfamiliar words put in text; (3) the difficulties in reading activity, 97.9% of students said that they could not understand the meaning of the text because their vocabulary mastery were very minim and when they were reading, they did not know how pronounce the word; (4) 57.5% of students said that the teacher technique was monotonous so they were not active in teaching learning process; (5) 74,5% of students said that they were not enthusiasm when the teacher gave reading task because the their reading interest were less and minimum vocabulary mastery so they did not understand about the text especially for long reading text. Some of them have

enthusiasm because they only want to get good score from their teacher not to understand the meaning of the text.⁸

The other reasons came from the teacher, based on the result of interview, the technique that was used by the teacher was teacher-centered, she did not use specific technique that focus on reading comprehension. The teacher just explained the material and the text, then she corrected what students read by asking them to answer the questions related to the text, and discussed with the whole class. She said that the weakness of the students in reading activity was they have lack vocabulary, they did not know how pronounce the word correctly, and their reading interest were less.⁹

These problems made a challenge for teacher to create a new atmosphere in learning to reading activities. Forgan and Mangrum in Al-Ghazo stated If you want your students to read textual materials effectively and efficiently, you must teach the appropriate study skills and study strategies.¹⁰ Many researcher said that comprehension strategies help the learners to understand the reading more effectively.

According to Walberg in Najmonnisa states that effective teaching is based on several factors such as positive reinforcement, advance organizer, cues and feedback, higher order questioning, positive classroom environment

⁸ The result of questionnaire from the students XI grade of SMAN 1 Gedong Tataan, January 24rd, 2018

⁹ The result of interview from the English teacher (Betsu Santy, S.E , M.Pd) of SMAN 1 Gedong Tataan, January 22nd, 2018

¹⁰ Abeer Al-Ghazo, *Loc. Cit.* p. 93-94

and cooperative learning.¹¹ Seeing these above factors, the cooperative learning factor became a focus research that would give influence in teaching learning process. It is important for a teacher to make sure teaching tools proceeding towards their classroom in order to produce better results.

According to Slavin in Davidson, Cooperative learning refers to a set of instructional methods in which students are encouraged or required to work together on academic tasks. Cooperative learning methods may be as simple as having students sit together to discuss or help one another with classroom assignments, or may be quite complex.¹² It means that cooperative learning is a student-centered, instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. Therefore, seeing these above problems and also the cooperative efforts result for students have mutual benefit, Cooperative Learning Technique is thought to be best solution for it.

In Islam, the suggestion for cooperative is also stated in the holy Qur'an on Sura Al-Maidah sign number 2:

¹¹ Najmonnisa, Mirza Amin ul Haq & Ismail Saad, "Impact of Cooperative Learning Teaching Methods on 7th Grade Students' Academic Achievement: An Experimental Study", *Journal of Elementary Education*, Vol.25 No.2 (Iqra University Karachi) p. 90

¹² Davidson, N., & Major, C. H., "Boundary crossings: Cooperative learning, Collaborative learning, and problem-based learning". *Journal on Excellence in College Teaching*, Vol. 3 No. 4 (2014), p.12-13

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ

شَدِيدُ الْعِقَابِ (٢)

“Help ye one another in righteousness and piety, but help ye not one another in sin and rancour: fear God: for God is strict in punishment”.¹³ (QS. Al-Maidah : 2)

In educational development, one type of cooperative learning technique was introduced by Kagan that is Co-op Co-op. Co-op Co-op as an alternative technique with cooperative learning that can be used in teaching reading comprehension to develop the students' reading skill.

Kagan in Liao stated that Co-op Co-op consists of 10 major steps: student-centered class discussion, learning team selection, team building, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentation, team presentation preparation, team presentation, finally, class, instructor, and group evaluations of team and individual performances.¹⁴ Co-op Co-op is intended to provide a collaborative experience that completely lacks the element of competition. Co-op Co-op provides for students to cooperate in teams and to share the products of this collaboration with their classmates. Co-op Co-op places faith in the curiosity, intelligence, and

¹³ A. Yusuf Ali, *Op.Cit.*, p.277

¹⁴ Liao, Hwi-Chuan, Effect of Cooperative Learning on Motivation, Learning Strategy Utilization, and Grammar Achievement of English Language Learners in Taiwan, *University of New Orleans Thesis and Disertation, Louisiana* : University of New Orleans (2006)

expressiveness of students rather than in extrinsic points and competitive motives.¹⁵

Thus the name Co-op Co-op: Students cooperate within their small teams to produce something of benefit to share with the whole class; they are cooperating in order to cooperate.¹⁶ It is particularly useful to help one another in reading process.

The previous research from Farid Helmi's thesis with the title was The Implementation of Kagan's Cooperative (Co-op) Technique to Improve Reading Comprehension of Junior High Students. It has been applied at the eighth grade students of MTsN Ngawi on December 2016. He assumed that Co-op Co-op increase the students' reading score because the students could accept and comprehend Co-op Technique in teaching and learning process. It was proven by the mean of students' score before treatment were 69.54 and the mean of the students' score after treatments were 76.15. It means that Co-op Co-op technique was effective because the students' score were improve.¹⁷

Further, a research has been applied by Yulantana et.al. in a senior high school in Surakarta on January 2016. This research entitled implementing cooperative learning using Co-op Co-op to enhance students' ability to determine explicit and implicit information in reading

¹⁵ Farid Helmi Setyawan, *Op. Cit.* p. 41

¹⁶ R. E. Slavin, et.al., *Learning to Cooperate, Cooperating to Learn*, (New York : Plenum Press, 1985), p. 439

¹⁷ *Ibid*

comprehension.¹⁸ It has been applied at the eleventh grade students of SMAN 1 Surakarta. It was proven by the mean of students' pre-test score were 59.45 while the mean of the students' post-test score were 75.15. It means that in teaching and learning reading showed the significance improvement by using Co-op Co-op.

Co-op Co-op suitable to be applied to students' XI grade in SMA Negeri 1 Gedong Tataan, Pesawaran, Lampung to practice their skills in reading explanation text, because they could used to be able to understand a whole of the text with team work so it felt light. They would push to increase their vocabulary and reading interest because they have their own responsibility to give contribution in group. And also they could more active in teaching learning process when they have to discussed with team and presented their minitopic and topic team presentation.

B. Identification of the Problem

Based on the background of the research above, there were some problems as follow:

1. The students couldn't get the meaning of the text
2. The students have lack vocabulary

¹⁸Theandin Kurnias Yulantana, Dewi Rochsantiningsih & Hersulastuti, "Implementing Cooperative Learning Using Co-op Co-op to Enhance Students' Ability to Determine Explicit and Implicit Information in Reading Comprehension, *Prosiding ICTTE FKIP UNS 2015*, Vol.1 No.1 (Januari 2016), p.997

3. The students' reading interest was less because they didn't have motivation in reading

C. Limitation of the Problem

Based on the identification above, the limitation of the problem was needed. The limit of the problem was intended to investigate the effectiveness of using Co-op Co-op towards students' reading comprehension on explanation text at second semester of eleventh grade students of SMA Negeri 1 Gedong Tataan in 2017/2018 academic year.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the problems which came up in this research was formulated as follows: Is there any significant effect of using Co-op Co-op towards the students' reading comprehension on explanation text at second semester of eleventh grade students of SMA Negeri 1 Gedong Tataan in 2017/2018 academic year?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research was to investigate whether or not there is significant effect of using Co-op Co-op towards students' reading comprehension on explanation text at second

semester of eleventh grade students of SMA Negeri 1 Gedong Tataan,
Academic Year 2017/2018

F. Significance of the Research

The results of the study were expected to be meaningful for:

1. Practically

a. For the researcher

This research gave contribution to the researcher to found out the best technique to improve students' reading skill.

b. For the student

To motivate the students in learning English especially in reading comprehension on Explanation text.

c. For the English teacher

To inspire the teacher to determine the model of learning appropriate to the material and conditions of learners.

d. For the institution

The result of this research contributed the institution to fulfill the demand of English curriculum.

2. Theoretically

The result of this research is expected to be used to support the theory which will explain about the effect of Co-op Co-op towards

students' reading comprehension on explanation text at eleventh grade of Senior High School.

G. The Scope of the Research

1. Subject of the Research

The subject of the research was students at the second semester of the eleventh grade of SMA Negeri 1 Gedong Tataan.

2. Object of the Research

The object of the study was student's reading comprehension on Explanation text using Co-op Co-op.

3. The Place of the Research

The research conducted at SMA Negeri 1 Gedong Tataan.

4. The Time of the Research

The research conducted at the second semester in 2017/2018 Academic Year.

CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theories

1. Teaching English as Foreign Language (TEFL)

a. Concept of TEFL

There are several definition about teaching. According to Patel, teaching is a process, teacher teaches students and students learn from teacher. In process of teaching learning process teacher uses some things to make his or her teaching learning process effective.¹ It means that teaching is a process that occurs between teacher and learners who give each other feedback. Teacher as a person that has more knowledge than learner and learner need additional knowledge. Teacher are allowed to use anything such as media or anything usefull during his teaching to help his or her teaching process be more successful.

Teaching means a conversation between teacher and leraners about the study that the learner is going to learn during the class. Teaching is defined as an interactive process, primarily involving classroom talk, which take place between teacher and pupil and occurs

¹ M. F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)*, (Vaishali Nagar : Sunrise, 2008), p.57

during certain definable activities.² Its mean that in the teaching learning process there are contact between teacher and learner, such as questioning and answering activities, think and share each other, giving and accpeting, asking and doing and etc. Therefore, teaching also mentioned not a static process but it is a dynamic process.

Teaching also means a process of transferring the knowledge from the teacher to the learners which happens in a class. As Brown states the teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.³ In learning process, teacher as a facilitator setting the conditions in learning process effectively. Teaching is not only learning material in class, any activities happen during the teaching and learning process is also called teaching.

Based on the explanation above, teaching is a process transferring knowledge that occurs between teacher and learner in the classroom using media or technique to create effective condition. The interactive process such as questioning and answering activities, think and share opinion occurs dynamically. Teaching learning process

² Edmund Amidon, *Fundamental Aspects of Educational technology*, (New Delhi: Madan Sachdeva Publishers, 2002), p.56

³ H, Douglas Brown, *Principle of Language Learning and Teaching*, (Angle Cliffs. N.J.: Prentice Hall,2007), p.8

helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand, therefore teaching process is making people who do not know become know something.

2. Reading

a. Concept of Reading

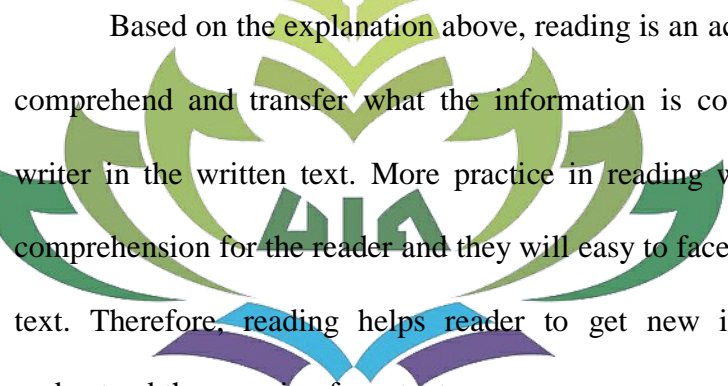
As one of four skills which should be mastered by the students, reading is become an important activity. Reading means to understand the meaning of printed words i.e. written symbols.⁴ It means that reading is an activity which have close relation with a written text as a medium. Reading also is an active process which require reader to understand the meaning of words and the symbols.

Additional statement by William, Reading is the process of receiving and interpreting information encoded in language via the medium of print. Reading is centrally a comprehending process.⁵ It means that the goal of reading is comprehend the text and get the information from the text. By reading text, the reader is receiving and interpreting information from text, they practice theirself to transferring what the information that the writer convey.

⁴ M. F Patel and Praveen M. Jain, *Op.Cit.*, p.3

⁵ William Grabe, 2009. *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press), p.14

Reading is difficult activity, but it becomes easy when the reader often practice to comprehend the text and practice to understand the meaning of each word. Like statement from Andrew, reading is a constantly developing skill. Like any skill, we get better at reading by practicing.⁶ Reading ability will be developed best in association with writing, listening, and speaking activity.⁷ Thus, reading will be better if the process is combined with other skill, because it can improve both of those two skills.



Based on the explanation above, reading is an active process to comprehend and transfer what the information is conveyed by the writer in the written text. More practice in reading will give better comprehension for the reader and they will easy to face many types of text. Therefore, reading helps reader to get new information by understand the meaning from text.

b. Types of Reading

Based on the types of classroom reading performance, the reading activity is divided into five types. They are :

⁶ Andrew P. Johnson, *Teaching Reading and Writing: a Guidebook for Tutoring and Remediating Student*, (Lanham: Rowman & Littlefield Education. 2008), p. 4

⁷ H. Douglas Brown, *Teaching by Principle, An Interactive Approach to Language Pedagogy*, (London : Pearson Education. 2001), p.298

a) Perceptive Reading

Understanding something or figuring things out is the main activity in perceptive reading. This activity usually involves the identification of words, punctuations, and others or matching pictures. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuations, and other graphemic symbols.⁸ It means, this activity focuses on the noticing, understanding, figuring something. In this case, it focuses on recognizing words, sentences, punctuation.

b) Selective Reading

Selective reading to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.⁹ It means, in this activity involves the process of shorting things out, or selecting the important information by careful choice.

c) Interactive Reading

By using both knowledge of word structure and existing knowledge to interpret the next they read are what interactive reading activity is. Interactive reading stretches of language of several paragraphs to one page or more in which the reader must

⁸ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco: Longman. 2003), p. 189

⁹ *Ibid*

interact with the text.¹⁰ It focuses on the interaction between the readers and the text. By using interactive reading may discourage the students' focus on learning how to interpret specific words and gain the students interest in reading.

d) Intensive Reading

The focus of intensive reading is the language. Thus, the dictionary often used in this activity. Intensive reading as a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analysing, translating, retaining, every expression that it contains.¹¹ An Activity which involves reader's concentration in order to comprehend the detail information of the text is called intensive reading. The focus of the intensive reading is the language and the grammatical feature.

e) Extensive Reading

In order to review the ideas related to the text, summary is often used. Extensive reading is often considered as a complex activity. The focus of extensive reading is usually the message which is conveyed by the writer. In palmer's conception of extensive reading, text is clearly being read for the purposes of language study, but the focus is on the content not the language, it

¹⁰ *Ibid*

¹¹ Richard R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Cambridge: Cambridge Language Education, 1998), p.189

can only be that the text is also being read for ordinary real-world purpose of pleasure and information.¹² In contrast of intensive reading, extensive reading is an activity which involves the reader's own pleasure because the focus of this activity is the content of the text not the language.

Based on the explanation above, there are five types of reading such as perceptive reading, selective reading, interactive reading, intensive reading and extensive reading. Co-op Co-op involves the activity of small group to read, analyse, understand, discuss, and synthesize their own understanding among them about the text so that the conclusion will be get. This is in line with intensive reading, because both Co-op Co-op and intensive reading make connection to what is the students understand from the text by open dictionary or ask their group member. Thus, it can be inferred that Co-op Co-op is related to the intensive reading.

3. Reading Comprehension

a. Concept of Reading Comprehension

Most of knowledge and information can be gained by reading activity and the reader comprehending what is the text talking about. RAND in Caldwell states that Reading comprehension as the process

¹² *Ibid*, p. 188

of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹³ It means that, its process result is the meaning of the text. In order to read efficiently, the interacton with written language such as they need much training in handling unfamiliar words, automatically processing the seemingly ambiguous word meaning, understand the meaning, to infer and to success reach the intended conclusions.

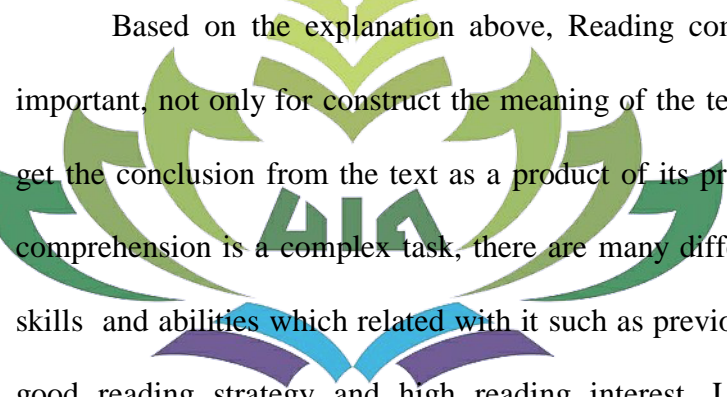
Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁴ It means that successfull of reading comprehension is depend on the reader, whether they have good previous knowledge, good reading strategy, high reading interest, or easy to understand the text or not.

Additional definition from the Pang, comprehension is the process of deriving meaning from connected text. It involves word

¹³ JoAnne Schudt Caldwell, *Comprehension Assessment: A Classroom Guide*, (New York: The Guilford Press, 2008), p.4

¹⁴ Klingner, J.K., Vaughn, S., and Boardman, A., *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : Guilford Press, 2007), p. 8

knowledge (vocabulary) as well as thinking and reasoning.¹⁵ The correlations between reading and vocabulary is close. At the beginning, reader are learning to decode and identifying word meaning and next to understand whole of the content thus reading process that limit with comprehension. Comprehend the text is not just to construct the meaning, but the reader after reading the text, they can get the conclusion and they should memory the material in the future. They should train their a long term memory.



Based on the explanation above, Reading comprehension is important, not only for construct the meaning of the text, but also for get the conclusion from the text as a product of its process. Reading comprehension is a complex task, there are many different cognitive skills and abilities which related with it such as previous knowledge, good reading strategy and high reading interest. Likewise, good reading comprehension will depend on good language understanding more generally. Reading comprehension brings students to success in their examination, because by comprehend the material before, they will remember much more, it helps them when they do the exam.

There are some features which should be involved in assessing the students' reading comprehension. They are:

a) Main idea,

¹⁵ Elizabeth S. Pang, et.al, *Teaching Reading*, (Chicago: SADAG, 2003), p.15

- b) Expression/idioms/phrases in context,
- c) Inference (implied detail),
- d) Grammatical features,
- e) Detail (scanning for a specifically stated detail),
- f) Excluding facts not written (unstated details),
- g) Supporting idea(s),
- h) Vocabulary in context.¹⁶

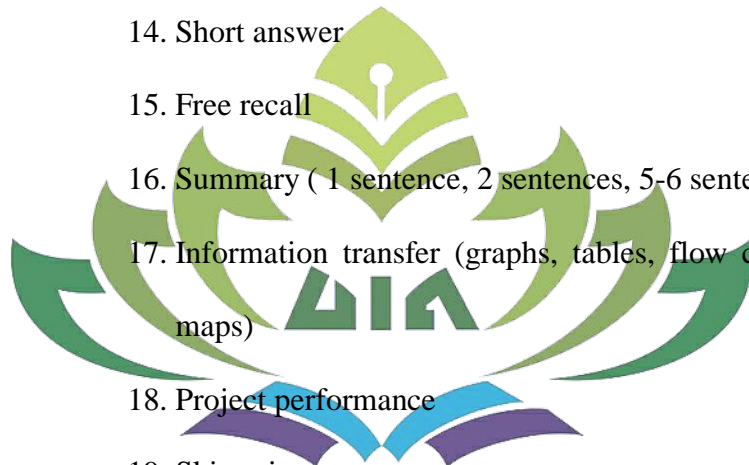
There are eight features reading comprehension assessment. In this case, these features is provided to measure the students' achievement in reading comprehension.

Furthermore, There are some tests that usually used in standardized test of reading. Different reading tasks should help provide information about many component reading abilities as well as reading comprehension more generally. The tests are:

1. Cloze
2. Gap-filling formats (rational cloze formats)
3. C-tests (retain initial letters of words removed)
4. Cloze elide (remmove extra word)
5. Text segment ordering
6. Text gap

¹⁶ H. Douglas Brown, *Language Assessment: Priciple and Classroom Practices*, (San Francisco: Longman. 2003), p. 206

7. Choosing from a “heading bank” for identified paragraphs
8. Multiple-choice
9. Sentence completion
10. Matching (and multiple matching) techniques
11. Classification into groups
12. Dichotomous items (T / F / not stated, Y / N)
13. Editing
14. Short answer
15. Free recall
16. Summary (1 sentence, 2 sentences, 5-6 sentences)
17. Information transfer (graphs, tables, flow charts, outlines, maps)
18. Project performance
19. Skimming
20. Scanning.¹⁷



In this research, the multiple choice test used in assessing and evaluating of students in reading comprehension test. Most comprehension assessment relies on answering multiple choice questions. The multiple choice test format is easy to administer and can be scored quickly.¹⁸

¹⁷ *Ibid.* p.185

¹⁸ *Ibid.* p.194

4. Teaching Reading

a. Concept of Teaching Reading

Learning is a process to get knowledge. All form of learning process always has connection with teaching. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁹ It means that teaching is learning guide and facility to help students in learning process to understand the lessons.

Teaching English for four skill have different purpose in each skill. According to Harmer, teaching reading is usefull for other purposes too: any exposure to English (Provided students understand it more or less) is a good thing for Language students.²⁰ Thus, teaching reading not only make students understand about the text, but also teaching reading also is an activity that can improve another aspect such as students' vocabulary, pronunciation, and grammar.

Teacher have some principles in teaching reading. Those principles can help teachers when they teach reading. The principles of teaching reading are state that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading

¹⁹ H. Douglas Brown, *Principle of Language Learning and Teaching* , Loc.Cit..

²⁰ Jeremy Harmer, *How to Teach English*, (London: Person Education Limited. 1998), p. 68

- c. Students should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.²¹

Based on the explanation above, teaching reading is the activity where the teacher should be a good facilitator for students, make a teaching learning process effectively so students can be active, prepare the lesson plan which suitable with the material and totally in teaching process. The goal of teaching reading is make students comprehending the whole of text so they can get a lot of information. Teaching reading also improve any other aspect of English such as vocabulary, pronunciation and grammar.

5. Explanation Text

a. Concept of Text

In reading activity, a text is needed as a medium for reader. Text is usually taken as referring to the product – especially the product in its written form, since this is most clearly perceptible as an

²¹ *Ibid*, p. 70

object.²² It means that the form of text is written product whether the printed out or soft file. People use a text to read to get information from it.

According to Knapp and Watkins, there are two main categories of text, literary and factual text. Literary texts include novels, epics, poems, dramas and sagas. Factual text deal with the exchange of knowledge (learning) in all of the learning areas.²³ It means that the different of those two text is in the purpose. Literary text is a written product to entertaining people, while factual text is written product that describes something based on facts to learning process.

Based on the explanation above, there are two categories of texts, they are literary and factual text. Literary text is a written product to entertaining people, such as novels, epics, poems, dramas and sagas, while factual text is written product that describes something based on facts to learning process, such as biographies, autobiographies, science, phenomena and arts.

²² M. A. K. Halliday and Christian M. I. M Mattheissen, *An Introduction to Functional Grammar* (3rd ed), (London: Oxford University Press, 2004), p. 524

²³ Peter Knapp & Megan Watkins, *Genre, Text, Grammar*, (Sidney: University of New South Wales Press Ltd, 2005), p.30

b. Types of Text

The texts are classified into genres based on the author's or writer's intention. Knapp and Watkins stated that types of text in English are divided into several types. They are the genre of describing, explaining, instructing, arguing, and narrating. These variations are known as genre.²⁴ However, Gerot and Wignel classify the genre into thirteen types, they are:

a) Spoof

Spoof is a text to retell an event with a humorous twist.

b) Recount

Recount text is a text telling someone what you have done.

c) Report

Report is a text to describe the ways things are with reference to a range of natural, made and social phenomena in our environment.

d) Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

²⁴ *Ibid*, p.97-220

f) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g) Narrative

Narrative is a text to amuse, entertain, and to deal with actual or vicarious experience in different ways.

h) Procedure

Procedure text is a text describes how something is accomplished through sequence of actions or steps.

i) Description

Description text is a text to describe a particular person, place or thing.

j) Hortatory Exposition

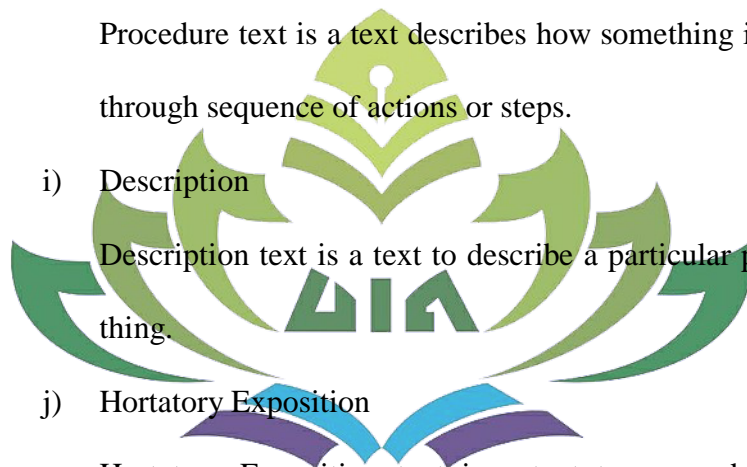
Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

k) Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

l) Discussion

Discussion text is a text to present (at least) two points of view about an issue.



m) Reviews

Reviews are a text to critique an art work or event for a public audience.²⁵

Based on the explanation above, it can be inferred that there are some types of text. For each types of text have different purpose and function. In this research, only one text will be discussed further to know the ability of students to comprehend explanation text.

c. Concept of Explanation Text

There are two main categories of text, they are literary text and factual text. The factual text category include factual description, factual recount, information report, procedure, procedural recount, and explanation.²⁶ Thus, explanation text is a text that inform by giving facts about event or phenomena.

Explanations are written to explain how something works or the process involved in actions, events or behaviour.²⁷ According to Derewianka, Explanation text is explain why or how something

²⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), p.192-220

²⁶ Department of Education and Communities, *Text Types (different types of wrting)*, (NSW: School Atoz, 2011), p.1-2

²⁷ Professional Development Service for Teacher, *Writing Genre – A Structured Approach*. (2013), p.17

happens.²⁸ Futher, Kosasih states that explanation text is a text that explains a phenomena either it is with regard to nature, culture or social.²⁹ It means that when we read explanation text, we know that the phenomena exists and then the text explains the processes include how or why the phenomena happen. Natural and social phenomena are learned as one of the functional text in teaching learning process.

Based on the explanation above, it can be conclude that explanation text is a kind of text that show the cause of phenomena happen and then explain the process. Explanation text explains all of the information by giving correct fact as a important knowledge.

d. Social Function of Explanation Text

Social function is the important part in text genre. Social function also can be called as purpose. Gerot and Wignell stated that the social function of explanation text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena.³⁰ In line with Derewianka, social purpose of explanation

²⁸ LUU, Tuan Trong, "Teaching Writing through Genre-Based Approach", *BELT Journal Porto Alegre*, Vol.2 No.1 (2011), p 122

²⁹ Warniatul Ulfah, Tiur Asi Siburian, and Rosmawaty Harahap, "The Development of Teaching Materials of Experience-Based Explanatory Text Writing on Class XI Students at SMA Negeri Unggul Aceh Timur", *British Journal of English Linguistics*, Vol.5 No.4 (July, 2017), p.46

³⁰ Linda Gerot and Peter Wignell, *Op. Cit.*, p.212

text is to explain how or why a phenomenon takes place.³¹ In other word, social function of explanation text make a reader undersand the process and why or how the phenomena happen.

Based on those theories, it can be inferred that social function of explanation text is to tell each step of the process (the how) and to give reasons (the why). It is about actions rather than about things. Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields.

e. **Language Features of Explanation Text**

Language feature also can be called grammatical feature. It is the important part in explanation text and as a characteristic of text.

There are some features of explanation text are as follow:

- Using general noun as a topic
- Using verb in the present tense unless to something no longer exist.
- Using action verbs and mental verb

³¹ Beverly Derewianka, "Trends and Issues in Genre-Based Approaches", *RELC Journal*, Vol.34 No.2, (2003), p.137

- Using connective to link time sequences in a cause and effect sequence
- Sometime using modality
- Using pronominal reference.³²

f. Generic Structures of Explanation Text

Generic structure consist of some parts in a text that show the stage of the explanation material. According to the Linda and Peter, there are 2 generic structure of explanation text, they are (1) a general statement to position the reader; (2) a sequenced explanation of why or how something occurs.³³ In line in PDST, explanation texts are organised by: a definition or statement, and a sequenced explanation.³⁴ Additional statement from Knapp and Watkins, the structure of an explanation text include: description stage, expanatory sequence and evaluation interpretation.³⁵

Based on those explanations, it can be concluded that generic structure of explanation text consist of schematic structures such as general statement, sequenced explanation and sometime there is conclusion/evaluation. Addition structure, sometime using tittle in

³² Peter Knapp and Megan Watkins, *Op. Cit.*, p.127-128

³³ Linda Gerot & Peter Wignell, *Loc.Cit.*

³⁴ Professional Development Service for Teacher, *Loc.Cit.*

³⁵ Peter Knapp and Megan Watkins, *Op.Cit.*, p. 129

explanation text. The title gives image what the text explain about, the general statement gives introduction about the title, sequenced explanation tells to the readers why or how event or phenomena are happen, and the last is conclusion from that events or phenomena. Every structure of explanation text give the reader information about the event, so the readers easy to understand when they read from the top one.

g. Example of Explanation Text

Table 2 Example of Explanation Text for Middle Classes	
Title How is Food Digested?	
General Statement The food we eat is broken down and used by our bodies. This breaking down of food is called digestion.	
Sequence Explanation You may have heard your stomach gurgling after you have eaten. The stomach, teeth, tongue and intestines all help to digest food. When you chew your food, digestion begins. The food is pushed by the tongue to the trapdoor at the back of the mouth called the oesophagus. It then moves to the stomach where the digestive juices make it smaller. In the small intestine, the goodness is 'soaked up'. Finally, water is taken out in the large intestines.	

Conclusion

The goodness that is left can now be carried around the body by the blood to be used for energy, repair and growth!³⁶

6. Cooperative Learning

a. Concept of Cooperative Learning

Technique in the process of learning English is very helpful for teachers and students to achieve their success or goal in teaching learning process. By applying technique, the learning process can be more effectively and more efficiently. Technique helps students more easily to understand the material from facilitator such as teacher or book. There are many techniques that can be applied to teach reading skill by the teacher, one of the technique is provided in cooperative learning method.

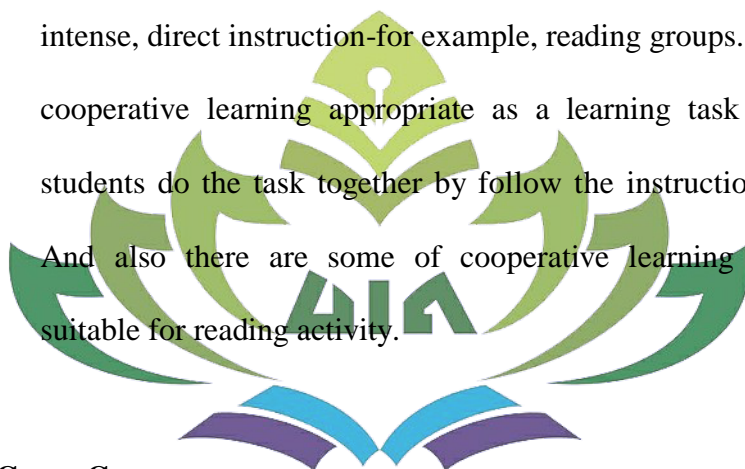
According to Davidson and Worsham, cooperative learning procedures are designed to engage students actively in the learning process through inquiry and discussion with their peers in small groups.³⁷ It means that, the groups work together to understand the material and they discuss, then they get the conclusion to answer the questions related with the material. The groups' work is carefully

³⁶ Professional Development Service for Teacher, *Op.Cit.*, p.18

³⁷ Davidson, N., & Major, C. H., "Boundary crossings: Cooperative learning, Collaborative learning, and problem-based learning". *Journal on Excellence in College Teaching*, Vol. 3 No. 4 (2014), p.13

organized and structured so as to promote the participation and learning of all group members in a cooperatively shared undertaking.

According to Cohen in Davidson, Cooperative learning will be defined as students working together in a group small enough that everyone can participate in a collective task that has been clearly assigned. The study of cooperative learning should not be confused with small groups that teachers often compose for the purpose of intense, direct instruction-for example, reading groups.³⁸ It means that, cooperative learning appropriate as a learning task method where students do the task together by follow the instruction of technique. And also there are some of cooperative learning method which suitable for reading activity.



7. Co-op Co-op

a. Concept of Co-op Co-op

Technique in the process of learning English especially reading was very helpful to teacher and students. Many kinds of technique which can be use by teacher such as group work, pair work or individually. Group work and pair work have become increasingly popular in language teaching since they are seen to have many

³⁸ *Ibid.*, p.12

advantages. Group work is a cooperative activity: four/more students, perhaps with a topic, are doing a role play or solving a problem.³⁹

According to Orprayoon, other kinds of cooperative learning method were also administered to develop the reading skill of the students such as STAD and Co-op Co-op technique.⁴⁰ Further, the model programs section in content area reading book mentions some of techniques to teach reading that the most widely used at all grade levels and exist in many forms is cooperative learning methods are as follows: STAD, Johnsons' Methods, Group Investigation, Co-op Co-op, and Jigsaw.⁴¹ It means that Co-op Co-op appropriate to teach reading comprehension.

According to Kagan in Holt, Co-op Co-op is structured to maximize the opportunity for small groups of students to work together to further their own understanding and development-usually, but not always, in the form of producing a group product-and then to share this product or experience with the whole class so that other class members also may profit.⁴² It means that Co-op Co-op which

³⁹ Jing Meng, "Cooperative Learning Method in the Practice of English Reading and Speaking", *Journal of Language Teaching and Research*, Vol. 1 No.5, p.701

⁴⁰ Soudaya Orprayoon, "Effects of Cooperative Learning on Learning Achievement and Group Working Behavior of Junior Students in Modern French Literature Course", *The Journal of Effective Teaching*, Vol.14 No.1 (2014), p.85

⁴¹ Diane Lapp et.al., *Content Area Reading and Learning: Instructional Strategy*, (2nd ed) (London: Lawrence Erlbaum Associates, 2004), p. 371

⁴² Daniel .D. Holt, *Cooperative Learning*, (Washington,D.C.: Center for Applied Linguistics, 1993), p. 171

allowed the students to work cooperatively with their group members. In process to improve reading comprehension, Co-op Co-op also provide more opportunity for students to contribute their ideas in discussion and take chance in the process.

As Daniel's statement, Co-op Co-op is students work in groups to produce a particular group product to share with the whole class; each student make a particular contribution to the group.⁴³ It means that, in reading comprehension, Co-op Co-op is a learning technique of task specialization that invites each members of the group to understand each task within their group as a contribution. Co-op Co-op need responsibility of each group members. Within each of the heterogeneous group, individual students select a mini-topic from the reading text which contribute to the overall topic of the team. It is predictable and acceptable that some students with greater abilities and interests may contribute more to the effort, therefore, it can improve students' reading interest and vocabulary mastery too.

The essence of Co-op Co-op is to allow students to work together in small groups to advance their understanding of themselves and the world, and then to provide them with the opportunity to share

⁴³ *Ibid.* p. 15

that new understanding with their peers.⁴⁴ It means that students in group become experts in particular aspect of a topic. Students allowed to work together make them reduce their burden to read and understanding the whole text individually. Then, the opportunity to share idea in discussion make Co-op Co-op is flexible to use. When they discuss reading task they use their previous knowledge, and then share their own understanding.

The students take either their own time, or class time to research, discuss, and learn the material. They create a presentation for their classmates to teach the assigned aspect of the topic. The teacher has a right to include additional information or clarify at the end of the presentation. All students in the class will be held accountable for key information given in the presentations.⁴⁵ In addition too, teacher evaluate written product of each mini-topic and the class evaluates the team presentation. Based on the explanation above, by doing all steps in Co-op Co-op, the students can overcome their problems such as answer the question based on the text in reading comprehension practice.

⁴⁴ R. E. Slavin, et.al., *Learning to Cooperate, Cooperating to Learn*, (New York : Plenum Press, 1985), p. 440

⁴⁵ Farid Helmi Setyawan, "The Implementation of Kagan's Cooperative (Co-op) Technique to Improve Reading Comprehension of Junior High Students", *Journal of Linguistic and English Teaching*, Vol.2 No.1 (April, 2017), p. 41

b. Procedure of Teaching Reading by Using Co-op Co-op

These following steps are the procedure of teaching reading comprehension by using Co-op Co-op, this technique was proposed by Kagan (1985). Nevertheless, the inclusion of certain elements or steps increases the probability of success of the technique. The 10 most essential elements or steps of Co-op Co-op are described below:

Pre – teaching:

Step 1: Student-Centered Class Discussion;

Initial experiences, including class discussion, are designed to uncover and stimulate student curiosity.

Step 2: Selection of Student Learning Teams;

This step is usually is designed to maximize heterogeneity within the teams along the dimentions of ability level, sex and ethnic background.

Step 3: Team Building;

Incorporated to increase within-team cooperation and communication skills.

Whilst – teaching:

Step 4: Team Topic Selection;

In this step the learning unit divided into some topics, so that each team is responsible for one topic.

Step 5: Minitopic Selection;

Each student becomes an expert in one aspect as their minitopic of the team learning topic. The minitopics are selected by the students.

Step 6: Minitopic Preparation;

The students individually read, analyze and comprehend materials on their minitopics.

Step 7 : Minitopic Presentation;

Each student presents to the group what he/she has learned on the chosen minitopic. This step follows an opportunity to respond to the group's discussion of each individual minitopic and its relation to the whole topic.

Step 8: Preparation of Team Presentations;

Team prepare presentations of the whole class of what they have learned on their team.

Step 9: Team Presentations;

The presentations are made to the whole class. Nonlecture presentations, such as demonstrations, role plays, are preferred

Post – teaching:

Step 10: Evaluation.⁴⁶

⁴⁶ R. E. Slavin, et.al., *Op. Cit.* p. 73-74

Evaluation is made of the team presentations to the whole class (usually by classmate and teacher); of each individual paper or project by each student on his/her minitopic (usually by teacher) and additional, of each team answer the question related to the the topic presentation.

Co-op Co-op begin with a whole class discussion and ended with team presentation as a evaluation of reading activity in English subject area to be convered in the curriculum. Through the discussion, the teacher and the students discover what topics or subtopics interest them. The group activities are centered around these emergent topics. It means that Co-op Co-op encourages comprehending, discussing, synthesizing, and presenting the students comprehension from the reading text. Students are teacher and self evaluated on team presentations and teacher checks student's written product of mini-topic.

Based on the explanation above, Students doing the technique following according to the stages or procedure. In reading comprehension activity, the stage from building the team/group; determine the topic text; each member prepare their mini-topic from the text; each member present their mini-topic information to their team members; teams present information of the text to other teams in the classroom. Co-op Co-op also includes an evaluation component:

teacher evaluate written product of each mini-topic, the teacher and the class evaluates the team presentation and also teacher and students discuss the exercise of the text.

c. The Advantages and Disadvantages of Co-op Co-op in Reading Comprehension

There are some advantages and disadvantages of applying Co-op Co-op in reading comprehension which are proposed by some experts.

a) The advantages of Co-op Co-op are:

1. Co-op Co-op is to give greater control to students so that they become actively involved in choosing what and how to learn and share.⁴⁷
2. Co-op Co-op calls for a simpler form of classroom organization.⁴⁸
3. Co-op Co-op faith in the curiosity, intelligence, and expressiveness of students rather than in extrinsic points and competitive motives.⁴⁹
4. Greater flexibility and range of applicability.

⁴⁷ *Ibid.* p. 81

⁴⁸ *Ibid.* p. 91

⁴⁹ *Ibid.* p. 438

5. Greater opportunity for creative student and teacher input into the learning process.
6. Co-op Co-op provide an environment in which personal development, social development, and academic learning are mutually supportive.
7. By respecting the intelligence, the interests, and the expressive capacities of students, Co-op allows students to “enjoy a sharing and community effort” and, in the process, to “become aware of the facilities within themselves.”⁵⁰

There are 7 advantages of using Co-op Co-op in reading comprehension. In the end of this thesis, the advantages which are proposed by experts will be compared and discussed to what actually found by the teacher during the research.

b) The disadvantages of Co-op Co-op are:

1. At the high school level, the experience with Co-op Co-op is more mixed, demanding more creative involvement of the high school teacher.⁵¹
2. Spencer (1995) says that Co-op will not be successful for students who are not actively interested in a topic related to the

⁵⁰ Farid Helmi Setyawan, *Loc. Cit.*

⁵¹ R. E. Slavin, et.al., *Op. Cit.* p. 452

unit and who are not motivated to learn more about the subtopic they are to research on. The leadership issue arises if one group member attempts to be too dominant. This situation can lead to an important although painful learning experience for the student who is not aware of the adverse effects of his or her dominance, the Co-op groups provide a very real experience of democracy.⁵²

8. Lecturing Technique

Though lecturing is considered the oldest technique of teaching, it seems that most teacher still struggle with the mechanics that ensure the message is retained, the audience stays awake and the teacher receives a positive send off. It is wonder that lecturing as a teaching technique has survived.

a. Concept of Lecturing Technique

According to Good and Merkel suggest lecture as a technique of teaching by which the instructor gives an oral presentation or principles to learners and the class usually being responsible for note-taking, usually implies little or no class participation by such means as

⁵² Farid Helmi Setyawan., *Op. Cit.* p. 41-42

questioning or discussion during the class period.⁵³ It means that the students become receptive learner. In addition, Howe states that lecture occurs whenever a teacher is talking and students are listening.⁵⁴

Based on explanation above, the writer concludes that, lecturing technique as one of teacher-centered approaches encourage teacher to give lecture during the lesson. However, students in this class become good listener and note taker. In reading process, the teacher explain the topic of the text and the students understand the text by listen the teachers' explanation and answering the question based on the text.

b. The Procedure of Teaching Reading by Using Lecturing Technique

In order to achieve the goal in reading comprehension, there are some important steps to help students comprehend the text. Those steps of lecturing technique:

Pre-teaching:

⁵³ Gurpreet Kaur, "Study and Analysis of Lecture Model of Teaching", *International Journal of Educational Planning and Administration*, Vol.1 No.1 (2011), p. 10

⁵⁴ *Ibid*

1. Presenting information, in the learning process the teacher as a central for the students to get information, the teacher explains what they will learn.

Whilst-teaching:

2. Clarifying, topics and discussed, the teacher tells the students what the text is about by encouraging students to think about the text.

3. The teacher asks the student to read a text.

Post-teaching:

4. Finally, the teacher will ask the students answer the question.⁵⁵

Based on the explanation above, it can be concluded that there are some steps that can be followed by the teachers when they are going to teach a text by using lecturing technique. Those steps can guide the teachers in teaching.

c. The Advantages and Disadvantages of Using Lecturing Technique in Reading Comprehension

1. There are several advantages of using lecturing technique, they are:

⁵⁵ Irma Yunita, *The Influence of using Collaborative Strategic Reading (CSR) Toward Students' Reading Comprehension in Descriptive Text at the First Semester of the Eight Grade of MTS Darul Huda Bandar Lampung*, English Education of UIN Raden Intan Lampung, 2016, p.30

- a) The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b) Many facts can be presented in a short time in an impressive way.
- c) The lecture can stimulate very good interest in the subject.
- d) Greater attention could be second and maintained, as interest leads to attention.
- e) The language may be made suitable to all the members of the audience.⁵⁶

2. There are several disadvantages of using lecturing technique, they are:

- a) It is waste of time to repeat the matter already presenting books.
- b) The teacher to make the lecture impressive may care more for manner and style but very little for matter or content.
- c) If the lecture very fast, the students can not easy to take notes and will not have any written record of the salient points made out.
- d) A lecture delivered in a style not easily understood by students will serve no purpose.
- e) In the process of lecturing, the students are more passive in class.

⁵⁶ Gurpreet Kaur, *Op.Cit.*, p.12-13

- f) The problem solving attitudes of students may disappear in the lecture method.
- g) There is no cooperation and interaction between the teacher and the students in the lecture process.⁵⁷

Based on the strength of using lecturing technique, it can be concluded lecturing technique is a good technique to be used in teaching learning reading especially for large group but there are some weaknesses in implementing this technique because this technique will make the students become passive in teaching learning that cause of a communication in one way and the teacher is not good in educating and explaining. When the teacher become passive in learning, the learning process will be difficult to be gauged. In order to solve those problem, if the teacher will use this technique, the teachers must know much about the material well. Not only that, the teachers also need to prepare the material as well as possible and make an interesting class by giving interesting things in leraning process so the students will not be passive anymore.

B. Frame of Thinking

Reading is an important activity in life, because reading will give us a lot of new knowledge. For students, reading is an important skill in learning

⁵⁷ *Ibid*

English to achieve the academic success. Therefore, they should have good reading ability by comprehend the reading text. If their comprehension is well, they can get the information or meaning from the text, so it is very helpful for them.

The reading ability to comprehend the text is not easy, because in learning process was found some student's problems such as they have lack of vocabulary and their reading interest is less. Therefore, by using a specific learning technique in reading comprehension will be a problem's solving.

Co-op Co-op is an effective technique for reading comprehension because this technique emphasizes the learning process have to collaborate with other students. In other word, to comprehend the whole meaning of a reading text, which is a long reading text, it will be done by some students. Student just divide a text become some part for their group member and after they comprehend the content of each part, they share each other in group and whole class. By using this technique, students have responsibility for part of reading text as their task to read, comprehend and shared with the group. Thus, the students who have lack vocabulary was emphasized for find the meaning of the word, sentence, paragraph and difficult word too by discuss with group and open the dictionary. Then, the students who have less reading interest, by doing a task cooperatively, it will be easier for them, because without read a whole of text, they will still comprehend the text through each member team explanation.

Based on the explanation above, it can be concluded that using Co-op Co-op toward reading comprehension is effective to students' reading ability. It helps the students to understand the meaning of the text because they can share each other, each student gives contribution by discussing and presenting their minitopic/topic make them more active in the learning process, and students are easily to get the conclusion of the text after discuss with the whole class and teacher, therefore they can answer the reading question based on the text correctly .

C. Hypotheses

Based on the explanation above, the hypotheses can be proposed as follows:

H_a : There is significant effect of using Co-op Co-op towards students' reading comprehension ability on Explanation text at the second semester of the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018

H_o : There is no significant effect of using Co-op Co-op towards students' reading comprehension ability on Explanation text at the second semester of the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to see the effectiveness of using Co-op Co-op toward students' reading comprehension, the experimental design of quantitative method study was used in this research. An experimental is a scientific investigation in which there are manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).¹ This research conducted a treatment to one variable to saw the effect of the treatment and compared the result to the variable which did not get treatment.

The quasi-experimental was chosen as research design which was known it has lack randomization but employ other strategies to provide some control over extraneous variables. They were used, for instance, when intact classrooms was used as the experimental and control groups.² Which means that making own classes in the research place was not capable, therefore the current classes existed in the school was needed to manipulate the classes.

Besides, quasi design was seen has the most suitable research design for this research. Quasi-experimental designs did not have random

¹ Donald Ary, et al., *Introduction to Research in Education*, (Canada: Wadworth, 2010), p.265

² *Ibid*, p.302

assignment. Quasi-experimental studies occur in the field, or in situ. We did not have the opportunity for random assignment of students to a teacher or class. The common term for this type of group of participants was intact. Students in two intact classes were given a pretest. Then two different instructional methods were used and a posttest was given. The pretest statistically control for preexisting knowledge differences in order to examine posttest scores and decide whether one instructional method have higher scores as compared with the other.³

It means that 2 classes were used during the research, one class as the class which received the treatment by using Co-op Co-op (experimental class) and the other one which was taught by using regular teaching technique (control class), and the treatment was analyzed whether gave effect to the students' ability or not. The control or the comparison group was crucially important in all experimental research, to determine whether the treatment has an effect or whether on treatment was more effective than another.⁴ Thus, to compare the both groups in order to see which treatment was more effective, the control group and the experimental group was used in this research. The Quasi-Experimental design was described as follows:

³ James Schreiber, Kimberly Asner-Self, *Educational Research*, (USA: John Wiley & Son, Inc.,2011), p.14

⁴ Jack, R. Fraenkel, et.al., *How to Design and Evaluate Research in Education*, (New York: Mc Graw Hill, 2009), p.262

Table 3
The Research Design of Pre-test Post-test Control Group Design

	Group	Pretest	Independent Variable	Posttest
(R)	A	Y_1	X	Y_2
(R)	B	Y_1	-	Y_2

Where:

R	= Cluster Random
A	= Experimental Class
B	= Control Class
Y_1	= Pretest
Y_2	= Posttest
X	= Treatment by applying Co-op Co-op
-	= Ordinary teaching method used by the teacher ⁵

Two classes was chosen random as sample of this research, A and B, and only one group was going to get a treatment, which was taught explanation text through Co-op Co-op that was class A while class B got the ordinary treatment, as the teacher usually taught, which was by using lecturing technique. The students' score would be compered between A (that got the Co-op Co-op treatment) and B (that got the ordinary treatment) to see if there was significance effect between them.

B. Variables of Research

As an important factor, variable was needed in conducting the research. A variable is a characteristic or attribute of an individual or an

⁵ Donal Ary, et.al., *Op.Cit.*, p.307

organization that a researcher can measure or observe and varies among individuals or organizations studied.⁶ A common and useful way to think about variables is to classify them as *Independent or dependent*.⁷ Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the Independent is presumed to affect is called a dependent variable.⁸ It means, independent variable is a variable which will affect the dependent variable and dependent variable is a variable which will be affected by the independent variable. In this research, there were two kinds of variable which would be investigated. Both of them were dependent and independent variable, which were classified as:

- a. Independent variable was Co-op Co-op (X)
- b. Dependent variable was the Students' Reading Comprehension on Explanation Text (Y)

C. Operational Definition of Variable

The operational definition variable used to describe the characteristics of variable was investigated as follows:

⁶ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.112

⁷ Jack R. Fraenkle, et.al, *Op.Cit.*, p.42

⁸ *Ibid*

1. Co-op Co-op Technique (X)

Co-op co-op is a technique for teaching reading comprehension which maximize the opportunity for small groups of students to work together to further their own understanding and development reading material especially reading comprehension of explanation text which is applied in SMAN 1 Gedong Tataan.

2. Reading Comprehension on Explanation Text (Y)

Students' reading comprehension on explanation text is the ability in comprehending or understanding explanation text which contains information about phenomena which is applied in SMAN 1 Gedong Tataan. There are eight aspects which should be assess in reading comprehension, they are main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context.

D. Population, Sampling Technique, and Sample

1. Population of the Research

In every quantitative research usually used as sample which was taken from a particular population. Population is the larger group to which a researcher wishes to generalize; it includes all members of a

defined class of people, events, or objects.⁹ The students of eleventh grade in SMA Negeri 1 Gedong Tataan in 2017/2018 academic year was chosen as a population of this research. The total numbers of population were students which consist of six classes can be seen as following:

Table 4
The Population of the Students' Eleventh Grade
of SMA Negeri 1 Gedong Tataan in 2017/2018 Academic Year

No	Class	Male	Female	Total
1	XI IPA 1	8	26	34
2	XI IPA 2	5	29	34
3	XI IPA 3	7	27	34
8	XI IPS 1	10	14	24
9	XI IPS 2	12	15	27
10	XI IPS 3	7	16	23
Total		49	127	176

Source: Document of SMA Negeri 1 Gedong Tataan in 2017/2018

2. Sampling Technique

Experimental research was used in this research, which the sample have to be a random sample, where random sample is a sample selected by a chance procedure so that every member of the population has an equal probability of being selected. Cluster sampling is used as sampling technique.¹⁰ Cluster sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).

⁹ Donal Ary, et.al., *Op.Cit.*, p.647

¹⁰ *Ibid*, p.637

Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, ect. The choice to use a cluster process occurs when the full list of individual units, such as people, does not exist, but the full list of cluster does.¹¹ They way to determine the experimental and control class in cluster random sampling, were:

1. The name of classes were written in small pieces of paper.
2. The pieces paper were rolled and put into box.
3. The box was shaken.
4. The first paper which was taken from the box as experimental class.
5. The paper was put in the box again.
6. The second paper which was taken from the box as the control class.
7. The paper was put in the box again.
8. The third paper which was taken from the box as the try-out class.

3. Sample of the Research

As a part of population, sample was taken as a representative of the population. Sample is a group selected from a population for observasion in a study.¹² Thus, sample is a subgroup or specific group which will be

¹¹ James Schreiber, Kimberly Asner-Self. *Op.Cit.* p.89

¹² Donal Ary, et.al., *Op.Cit.* p.649

used as a subject which represents the population. By using cluster random sampling, from six classes of eleventh grade, XI IPS 3 as experimental class, XI IPS 1 as a control class and XI IPS 2 as try-out class.

E. Data Collection Technique

The procedure which was used in collecting the data was described as followed:

1. Pre-test, it was done to know the students' reading comprehension before the treatment. Pre-test would be given to the control class and experimental class. The test consisted of questions related about the Explanation text in the form of multiple choice questions. The scoring was based on how many correct answers the students could got.
2. Post-test, it was done to know the students' reading comprehension mastery after the treatment was given. Post-test would be given to the control class and experimental class. The test was in the form of multiple choice questions. The test consisted of questions related about the Explanation text.

In order to get the valid and reliable test items, try out test was conducted before the pretest was given. It was done to make sure that all the test item was valid and reliable to be used in pretest and posttest.

F. Instrument of the Research

The instrument of this research was a reading test. The blueprint for pre-test and post-test reading comprehension presented can be seen below:

Table 5
Blueprint for Reading
Comprehension Test for Pre-test and Post-test before Try-Out

No	Aspect	Item Number					
		Pre-test		Total	Post-test		Total
		Even	Odd		Even	Odd	
1	Main Idea (Topic)	14, 20, 30, 34	7, 25	6	16, 22	1, 7, 29, 35	6
2	Expression/Idiom/Phrase In Context	-	27, 37	2	28	21	2
3	Inference (Implied Detail)	4, 16, 28, 40	11, 23	6	18, 26, 34	13	4
4	Grammatical Features (reference)	32	5, 17, 29, 39	5	4, 8, 14, 38	9, 27	6
5	Detail (scanning for a specifically stated detail)	8, 10, 22, 26, 36	1	6	12, 20, 24, 30, 40	3, 17	7
6	Excluding facts not written	12, 18, 38	3, 31	5	10	5, 15, 19, 31, 37	6
7	Supporting idea(s)	2	9, 15, 21, 35	5	2, 32, 36	23	4
8	Vocabulary in Context	6, 24	13, 19, 33	5	6	11, 25, 33, 39	5
Total				40			40

The test consisted of 80 questions of multiple choice (before try-out) with five options a, b, c, d, and e. These were the features of reading

comprehension which were introduced by Brown, they were: main idea (topic), expression/idiom/phrases in context, inference (implied detail), grammatical feature, detail (scanning for a specially stated detail), excluding fact not written, supporting idea, vocabulary in content.

G. Research Procedure

There were some steps which supposed to be done before conducting research, while doing the research and after conducting the research. These steps were originated by Daniel Muji:

a. Defining your research objective,

Before conducting the actual research, the objectives of the research should be formulated. Such as, what kind research, the population of the research, the subject of the research, the focus of the research, etc.

b. Formulating hypotheses,

After formulating the research's objective, the next step was to formulate the hypotheses. It was very important to find out whether the alternative hypotheses or null hypotheses was accepted or not in this research.

c. Setting up your research design,

After setting up the hypotheses of the research, we have to decided what kind of experimental design which was used in conducting the research.

d. Selecting Instrument,

In making a good test which would be presented to the stdudents, these criteria should be included in both pre-test and post-test. They were described as follows: a) the pre-test may had question which differ in form or wording from the post-test, though the two tests must test the same content; b) the pre-test must be the same for control and experimental groups; c) care must be taken in the construction of a post-test to avoid making the test easier to complete by one group than another; and d) the level of difficulty must be the same in both test.¹³ It means, the pre-test and post-test which would be given to the control and experimental supposed to be in same level of difficulty and content.

The items were selected to identify the effectiveness of the test before it would be used to collect the data for research. The test should be try out on the students not in actual class before administering the test.¹⁴

¹³ Louis Cohen, et.al., *Research Methods in Education*, (New York: Routledge. 2007), p.334

¹⁴ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco: Longman, 2003), p.55

It means, the test would be presented to the control class and experimental class after the items were tried out.

In this research, the multiple choice test used in assessing and evaluating of students in reading comprehension test. Most comprehension assessment relies on answering multiple choice questions. The multiple choice test format is easy to administer and can be scored quickly.¹⁵ The instrument of this research was a reading test. It was multiple choice with five optional answer a, b, c, d and e.

- e. Selecting appropriate levels at which to test your hypotheses,

It was good to decide the right level of treatment should be given to the experimental class.

- f. Giving the pre-test,

The pre-test was given to the control class and experimental class. Pre-test was administered to see the students' reading comprehension on explanation text before the treatments was given.

- g. Carrying out the experiment meticulously

This was where the experiment should be carry out such as, administering the pre-test, conducting the treatment to the students and finally giving the post-test.

¹⁵ *Ibid*, p.194

h. Giving the post-test

The post-test was administered to see the significant effect after the treatments were given to both control class and experimental calss.

i. Analyzing the data,¹⁶

After gathering the data from the research, the data were analyzed. There were three steps in analyzing the data, a) the normality test; b) the homogeneity test; c) and the hypothetical test.

H. Scoring Procedure

In scoring reading comprehension test of multiple choice, the scoring procedure from Arifin's formula was used , this formula as follows:

$$S = \frac{B}{N} \times 100$$

Note:

S = the score of the test

B = the total of the right answer

N = the total of the items¹⁷

¹⁶ Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004), p.15-22

¹⁷ Zainal Arifin, *Evaluasi Pembelajaran: Prinsip, Teknik dan Prosedur* (Bandung : Remaja Rosdakarya, 2016), p.229

I. Validity and Reliability of the test

1. Validity of the test

In order to conduct the test, validity of the test should be tested. The test can be called valid if the instrument items can be used to measure what should be measured. According to Fraenkel and Wallen statement which stated that validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect.¹⁸ It can be concluded that validity is related to the matter of appropriateness which means that the test items given to the students should be appropriate to the students' ability at the time, there the students are capable of doing the test.

a. Content Validity

In reading skill, the content validity should be evaluated. Content validity is defined as any attempt to show that the content of the test is representative sample from the domain that is to be tested.¹⁹ In order to see whether the content of test is valid or not, the measurement of content validity is needed. Content validity refers to how far the measurement represents the elements of a construct. The

¹⁸ Jack, R. Fraenkel & Norman, E., *Op.Cit.*, p.148

¹⁹ Glenn Fulcher and Fred Davidson, *Language Testing and Assessment, An Advanced Resource Book*, (Canada: Routledge, 2007), p.6

measurement of the content validity will be based on the syllabus and the material the students have taught.

b. Construct Validity

Construct validity is focused on the aspect of the measurement. Construct validity is the degree to which score on the test can be accounted for by explanatory construct of sound theory.²⁰ It means, construct validity means that the test items gives should be in the right construct of the materials, taught before. This research administered the test whose the scoring covered eight aspect of reading comprehension, they are: main idea, expression/idiom/phrases, inference, grammatical feature, detail information, excluding fact not written, supporting idea, and vocabulary. To make sure, the instrument of test (pre-test and post-test) was consulted to English lecturer of UIN Raden Intan Lampung (Mr. Agus Hidayat, M.Pd) as a validator, for determining whether the tests has obtained construct validity or not. After the test was consulted with the validator, the items test was suitable to the eight aspects of reading .

c. Item Validity

The item validity will be deal with the items itself, whether the items will cover the content which is taught or not. Item validity is

²⁰ John W. Best and James V. Kahn, *Research in Education* (7th ed) (New Delhi, Prentice Hall, 1995), p.219

concerned about examining each individual item to determine if it measures the content area taught.²¹ It means, in order to get a good test, the items should have been validated. In this case, SPSS version 16 would be used in validating the test items. SPSS is a comprehensive system for analyzing data. Before presenting the test to the actual class of the research, the items should be tried out. There were 80 items for try out and administering to the try out class, the result of the items should be analyzed by using SPSS version 16.

2. Reliability of the test

Traditionally, reliability is used as a measure of quality and the term means repeatability or consistency. A measure is reliable if it provides the same result on two or more separate occasions, when the assumption is made the object being measured has not changed.

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Consider, for example a test designed to measure typing ability. If the test is reliable, we will expect a students who receives a high score the first time he takes the test to receive a high score the next

²¹ Marguerite G. Lodico, et.al., *Method in Educational Research: from Theory to Prattice*, (San Francisco: Josey Bass, 2006), p.94

time he takes the test. The scores will probably not be identical, but they should be close.²² The reliability of the test was tested by using SPSS version 16. The criteria of reliability test as follow:

Reliability coefficient 0.000 – 0.200 is very low reliability

Reliability coefficient 0.200 – 0.400 is low reliability

Reliability coefficient 0.400 – 0.600 is fair reliability

Reliability coefficient 0.600 – 0.800 is high reliability

Reliability coefficient 0.800 – 1.000 very high reliability

J. Data Analysis

In analyzing data, the independent sample t-test was used. Independent sample t-test statistically compared two different mean from different data and different group.

1. Fulfillment of the Assumptions

In parametric statistics, there were assumptions which should be fulfilled, they were normality and homogeneity test.

a. Normality test

Normality test is used to know if the data gotten during the research have normal distribution or not, it can be counted in Parametric test. In this research, statistical computation by using SPSS (*Statistical Package For Social Science*) was used to know whether

²² Jack, R. Fraenkel & Norman, E. Wallen, *Op.Cit.*, p.154

the data was normal or not. The tests of normality employed were Shapiro Wilk. The Hypotheses formula are:

H_0 = The data have normal distribution.

H_a = The data do not have normal distribution.

While the criteria of acceptance or rejection of hypotheses for normality test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0,05$

H_a is accepted if $\text{Sig.} < \alpha = 0,05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The statistical computation also by using SPSS (*Statistical Package For Social Science*) for homogeneity test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity test are:

H_0 = The variance of the data is homogeneous.

H_a = The variance of the data is not homogeneous.

While the criteria of acceptance or rejection of hypotheses for homogeneity test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0,05$

H_a is accepted if $\text{Sig.} < \alpha = 0,05$

c. Hypothetical Test

The calculation to analyze if using Co-op Co-op technique in teaching reading comprehension in the explanation text was more effective than the regular teaching (lecturing technique) which was used by the teacher, the statistical computation by using SPSS (*Statistical Package For Social Science*) to compute independent sample t-test.

The hypotheses of this research are:

H_a : There is significant effect of using Co-op Co-op towards students' reading comprehension in Explanation text at the second semester of the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018

H_o : There is no significant effect of using Co-op Co-op towards students' reading comprehension in Explanation text at the second semester of the eleventh grade of SMA N 1 Gedong Tataan in the Academic Year 2017/2018

While the criteria of acceptance or rejection of hypotheses are:

H_a is accepted if $\text{Sig.} < \alpha = 0,05$

H_o is accepted if $\text{Sig.} > \alpha = 0,05$

CHAPTER IV

RESULT AND DISCUSSION

A. Findings

1. The Research Procedure

The research started on April to Mei 2018. Before conducting the research, the permission to conduct the research at SMA Negeri 1 Gedong Tataan had been granted. After getting the permission, the research was conducted through these following steps, these steps were introduced by Daniel Mujis:¹

a. Defining the research objective

This research was focused on the effectiveness of using Co-op Co-op toward students' reading comprehension on explanation text. The subject of this research was the students of SMA Negeri 1 Gedong Tataan. The population of the research was the second semester of eleventh grade of SMA Negeri 1 Gedong Tataan. The sample of the research had been chosen through the simple random sampling: the experimental class was XI IPS 3, the control class was XI IPS 1 and the try-out class was XI IPS 2.

¹ Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004) p. 15-22

b. Formulating the hypotheses

The hypotheses were made to see the outcome of the research of the experiment. It was to find out whether the alternative hypothesis or null hypothesis was accepted or not in this research.

The hypotheses were proposed as follows:

H_a : There is significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

H_o : There is no significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

c. Setting up the research design

The quasi experimental of quantitative method was chosen in this research because the sample of the research was not randomized. There were three classes which involved in this research: the try out test was administered to the try-out class before the test was administered to the control class and experimental class, whereas the control class and experimental class received pre-test and post-test.

d. Selecting the instrument

The items were analyzed after it had been tried out. The items were analyzed by using SPSS version 16. SPSS is a comprehensive system for analyzing data. The try-out test was conducted on April 27th, 2018. There were 80 questions for both pre-test and post-test. The items were analyzed and selected based on the result of the r-table. The r-table for df-2 (27-2) students was 0.381. Thus, the items which were more than 0.381 could be used for pre-test and post-test for both control class and experimental class. There were 25 items which considered as valid on try-out for pre-test items and 27 items as valid on try-out for post-test items. The Blueprint for pre-test and post-test after try-out can be seen below:

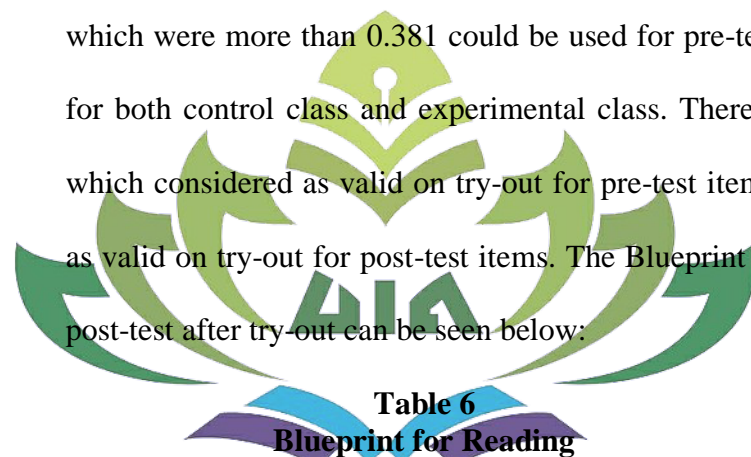


Table 6
Blueprint for Reading
Comprehension Test for Pre-test and Post-test after Try-Out

No	Aspect	Item Number					
		Pre-test		Total	Post-test		Total
		Even	Odd		Even	Odd	
1	Main Idea (Topic)	14, 20, 30, 34	7, 25	6	16, 22	1, 7, 29, 35	6
2	Expression/Idiom/Phrase In Context	-	27, 37	2	28	-	1
3	Inference (Implied Detail)	16	11, 23	3	26	13	2
4	Grammatical Features (reference)	32	5, 17, 39	4	4, 38	9, 27	4

5	Detail (scanning for a specifically stated detail)	10, 22, 26	1	4	12, 20, 24, 30	3, 17	6
6	Excluding facts not written	12	3	2	10	15, 19 , 31	4
7	Supporting idea(s)	-	9, 15, 35	3	32, 36	-	2
8	Vocabulary in Context	-	13	1	-	25, 39	2
Total				25			27

After the result of try-out test was calculated by using SPSS, the result of valid items were consulted again with the validator (Mr. Agus Hidayat, M.Pd), and he said to remove 2 number on post-test result, so the test items on pre-test and post-test have same number of questions. The number 19 and 31 were selected to removed because the items was so difficult. Thus, the item test on pre-test and post-test were 25 questions.

e. Selecting an appropriate levels at which to test your hypotheses

Before conducting the treatment, it was important to decide how long the treatment will be given to the experimental class. In order to get the best result of the treatment in this research, the treatment should not be too long or the students will be bored and the result will be far from what we expected. This theory is proposed by Daniel Mujis, he explains that the consequences of too much educational intervention are usually less serious, getting the ‘dosage’

right is nonetheless important.² It means getting the right amount of treatment is important because it also affects the result. In this research, the treatment had been conducted for 4 meetings. The reason was the students were getting used to this technique and four meetings were enough to carried out the experiment.

f. Giving the pre-test

The pre-test was given to the control class and experimental class. Pre-test was administered to see the students' reading comprehension on explanation text before the treatments were given. The pre-test administered on May 2nd, 2018. The pre-test was consisted of 25 questions.

g. Carrying out the experiment

The research had been conducted since April 2018. The experiment had been carried out through four phases. They were try-out the test, pre-test, 4 times treatments, and post-test. After these four phases were carried out, the students' score before and after the treatment was given for analyzed by the end of the research. It was to see whether the objective of the research could be achieved. In order words, whether or not there was significant effect of using Co-op Co-op towards students' reading comprehension on explanation

² *Ibid*, p.20

text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the academic year 2017/2018.

a) Description of the first treatment

The first treatment was administered on Mei 4th, 2018. The students and the teacher were exchanging greetings and introducing each others as the lesson began. The first material about Natural Phenomena, which consist of 4 topics (Floods, Underwater Earthquake, Seahorse Reproduction, Earth's Water Cycle).

The lesson was continued as the students' attendance list were checked. The students were motivated in contextual term based on the aims of learning explanation text in form of natural phenomena and then the objectives of learning also delivered to the students. After that, the Co-op Co-op was introduced such as how the technique worked in learning process.

After introducing the technique, the students were given a time to analyzed and discussed the example of natural phenomena video that teacher was showed using LCD. Then, the group was formed became 4 group, each group consisted of 5-6 students, each group sellected 1 topic and they devided the topic into mini-topic for understood by every member to encouraged their reading interest. A mini-topic worksheet also

was introduced as a worksheet to their discussion result. The students were invited to make their own synthesis in their own group. After the students were done with their works, the information which had been concluded, and they present in front of the class and group 1 presented in the first meeting. As the students present their works, the correction and suggestion were given by the teacher and other team.

As the lesson was ended, to check the class comprehension about the topic which were presented by group 1, teacher show 5 questions for competition, for the group which could answer, they got the additional score. Then, the conclusion for that day was made and the feedback was given. After that, the students were asked to pray because the learning process was going smoothly.

b) Description of the second treatment

The second treatment was administered on May 9th, 2018. The lesson was going continue for the first treatment did, because the students would continued the presentation from group 2,3 and 4.

Although for the first meeting, the learning process was going smoothly, but there are some students was not ready because they didnt bring dictionary for discussion and also they

were not confident when they presented their work. Therefore, in the second treatment, they were gotten more active in presentation section and answer the questions competition. But, they were still difficult to find the right theme from their topic. The second treatment was done smoothly but the guidance still was needed.

c) Description of the third treatment

The third treatment was administered on May 11th, 2018. The lesson was going as the first treatment did, but the topic was different. There are 4 topics about Social Phenomena (Corruption, Self-Confidence, Body Healthy, Cellphone Work). The students did better than previous treatment. The students had brought dictionary book or dictionary on their pencil that was used in their discussion sections. They could find the right theme, and the answer question competition in the end of this lesson made the students more excited and active.

d) Description of the fourth treatment

The fourth treatment was administered on May 16th, 2018. The lesson continued from the previous treatment as the second treatment. In this treatment, the students already knew what they should do. The students seem more confident in present their works and also the section of answer question motivated them

to pay attention with another group presentation because it gave them additional score in English subject .

h. Giving the post-test

The post-test was administered to see the significant effect after the treatments were given to both control class and experimental class. The post-test for control class was administered on May 18th, 2018. The post-test was consisted of 25 questions.

i. Analyze the data³

The data which had been collected were analyzed by using SPSS version 16. The data were analyzed for its normality and homogeneity before deciding whether or not there was significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the academic year 2017/2018.

2. The Result of the Research

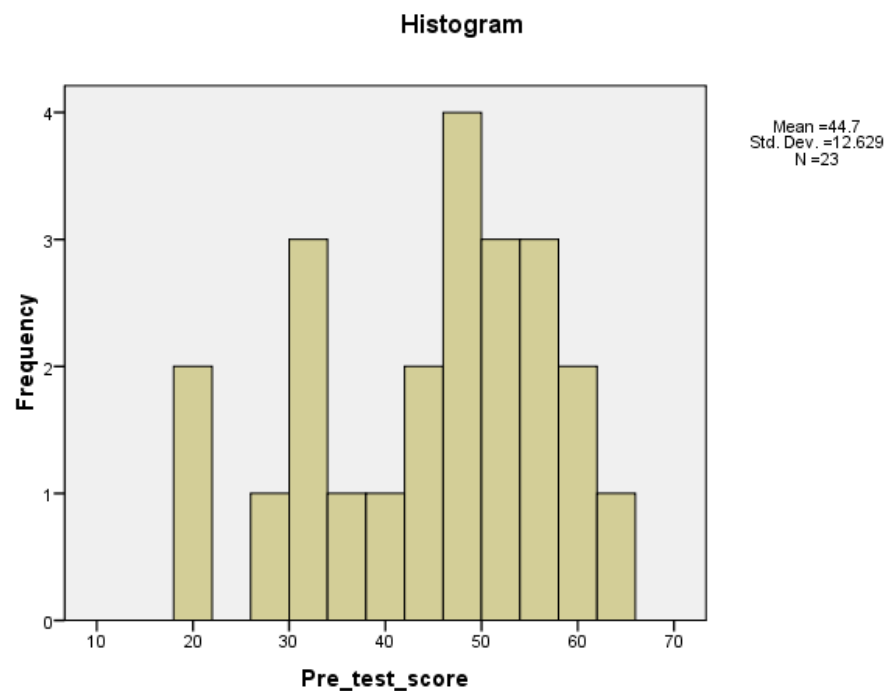
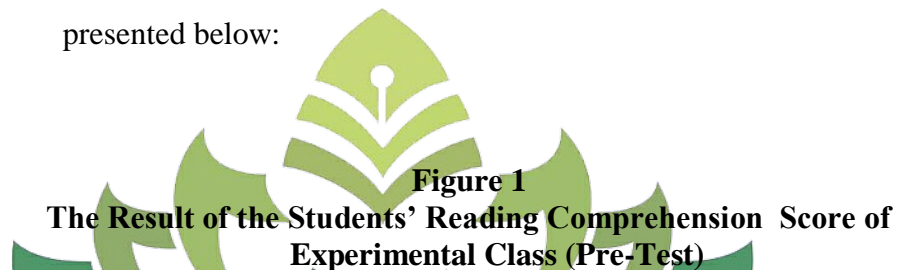
The objective of this research was to know whether or not there was significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh

³ *Ibid*, p.15-22

grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

a. The Result of Pre-Test in Experimental Class

Pre-test was administered to see the students' reading Comprehension on explanation text before the treatments were given. The pre-test administered on May 2nd, 2018. The scores of the students' reading comprehension on explanation text in pre-test were presented below:

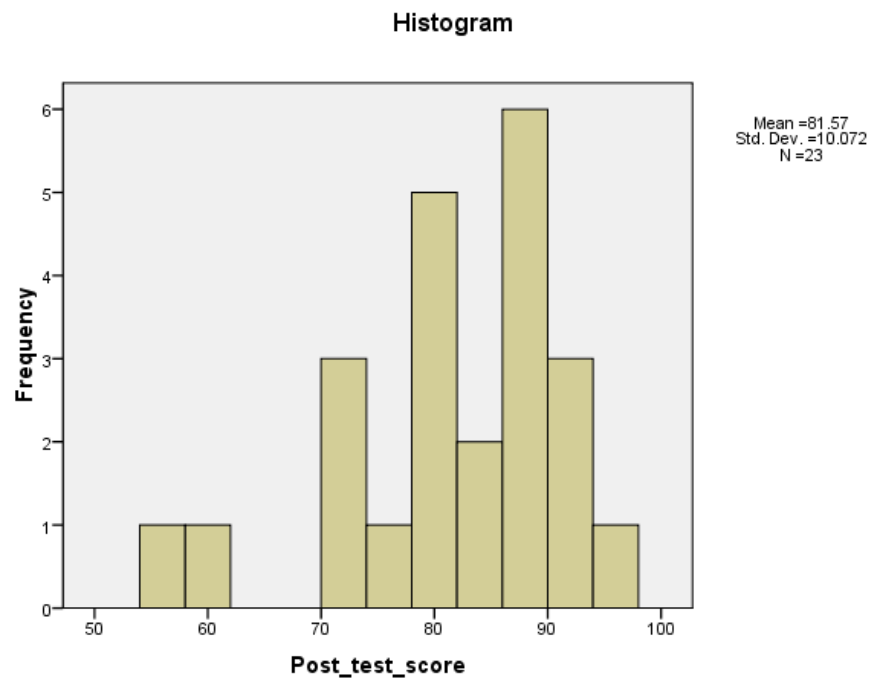


Based on the figure 1, the students' reading comprehension score was considered as low, the mean of pre-test in experimental class was 44.70. There were 2 students who got 20. There were 1 students who got 28. There were 3 students who got 32. There were 1 students who got 36. There were 1 students who got 40. There were 2 students who got 44. There were 4 students who got 48. There were 3 students who got 52. There were 3 students who got 56. There were 2 students who got 60. There were 1 students who got 64. The minimum score was 20 and the maximum score was 64.

b. Result of Post-test in Experimental Class

Post-test was administered to see the students' reading Comprehension on explanation text after the treatments were given. The post-test administered on May 18th, 2018. The scores of the students' reading comprehension on explanation text in post-test were presented below:

Figure 2
The Result of the Students' Reading Comprehension Score of
Experimental Class (Post-Test)

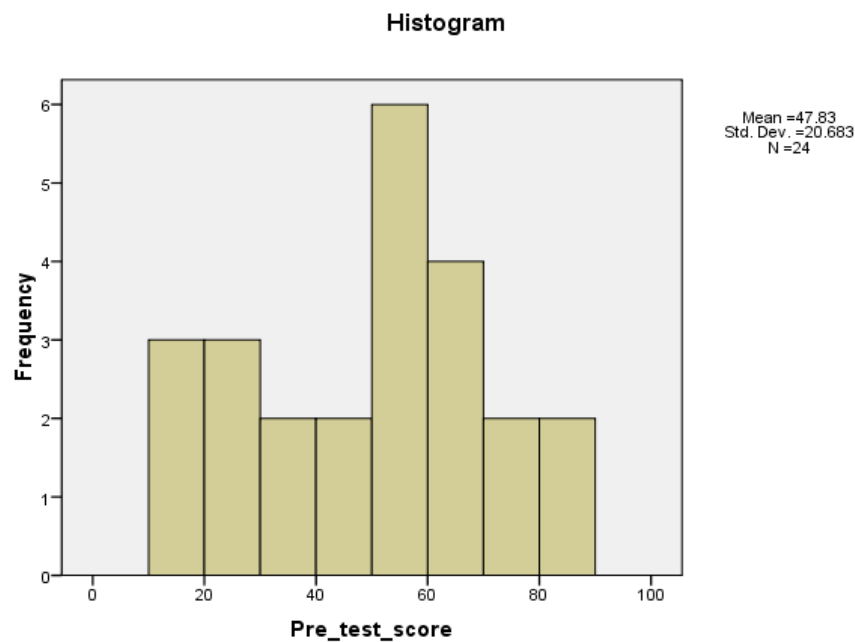


Based on the figure 2, the students' reading comprehension score on post-test showed that the mean of post-test in experimental class was 81.57. There were 1 students who got 56. There were 1 students who got 60. There were 3 students who got 72. There were 1 students who got 76. There were 5 students who got 80. There were 2 students who got 84. There were 6 students who got 88. There were 3 students who got 92. There were 1 students who got 96. The minimum score was 56 and the maximum score was 96.

c. Result of Pre-test in Control Class

Pre-test was administered to see the students' reading Comprehension on explanation text before the treatments were given. The pre-test administered on May 2nd, 2018. The scores of the students' reading comprehension on explanation text in pre-test were presented below:

Figure 3
The Result of the Students' Reading Comprehension Score of Control Class (Pre-Test)



Based on the figure 3, the students' reading comprehension score was considered as low, the mean of pre-test in control class was 47.83. There were 3 students who got 12. There were 1 students who got 24. There were 2 students who got 28. There were 2

students who got 36. There were 1 students who got 40. There were 1 students who got 48. There were 3 students who got 52. There were 3 students who got 56. There were 4 students who got 60. There were 1 students who got 72. There were 1 students who got 76. There were 2 students who got 80. The minimum score was 12 and the maximum score was 80.

d. Result of Post-test in Control Class

Post-test was administered to see the students' reading Comprehension on explanation text after the treatments were given. The post-test administered on May 18th, 2018. The scores of the students' reading comprehension on explanation text in post-test were presented below:

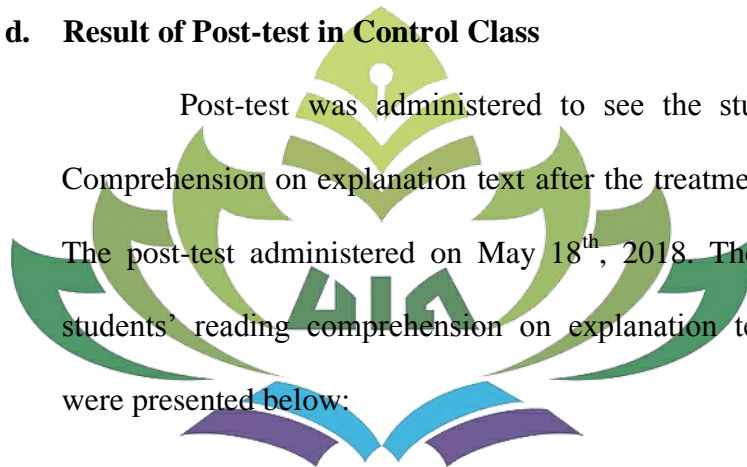
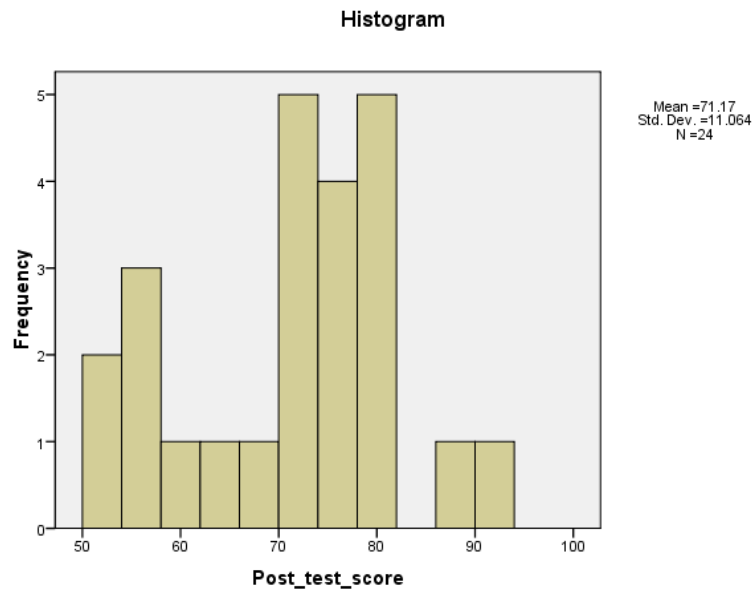


Figure 4
The Result of the Students' Reading Comprehension Score of Control Class (Post-Test)



Based on the figure 4, the students' reading comprehension score on post-test showed that the mean of post-test in control class was 71.17. There were 2 students who got 52. There were 3 students who got 56. There were 1 students who got 60. There were 1 students who got 64. There were 1 students who got 68. There were 5 students who got 72. There were 4 students who got 76. There were 5 students who got 80. There were 1 students who got 88. There were 1 students who got 92. The minimum score was 52 and the maximum score was 92.

Based on the data of the pre-test and post-test for both control and experimental class, it can be seen that there was improvement in both classes. From the figure 1 and 2 above, the mean of pre-test of experimental class was 44.70 and the post-test was 81.57. Whereas, from figure 3 and 4 the mean of pre-test of control class was 47.83 and the post-test was 71.17. The improvement can be seen on both classes. But, the score of experimental class was higher than the control class. It can be seen from the gain of both classes. The gain of experimental class was 36.87 whereas the gain of control class was 23.33. It can be concluded that the experimental class had significant improvement than control class.

B. The Result of Data Analysis

After collecting the data, the data were analyzed by using SPSS (Statistical Program for Social Science) version 16. SPSS was used because it can analyze data quickly and easily. In this case, the level of significant was 0.05 or 5%. The 0.05 level guarantees the data will be spared 95% of potential reports of effects where there are none. It means, it indicates 5% risk of concluding the hypotheses of the research.

The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test.

1. The result of the normality test

The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not. The result of pre-test and post-test which have been obtained were tested their normality by using SPSS version 16.

The hypotheses formulas are:

H_0 : The sample is originated from population which has normal distribution.

H_a : The sample is not originated from population which has normal distribution.

While the criteria acceptance of hypotheses for normality test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 7
The Result of Normality Test of Experimental and Control Class

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain Score	Experimental class	.162	23	.122	.975	23	.804
	Control Class	.152	24	.159	.947	24	.233

a. Lilliefors Significance Correction

The sample for experimental class was 23 students and the sample for control class was 24 students. The Kolmogorov-Smirnov should be used if the sample was more than 30 and Shapiro-Wilk should be used if the sample was less than 30. Because of that reason, the normality of the data was analyzed by using Shapiro-Wilk because the sample only 23 and 24 students. Based on the table above, it can be seen that Pvalue (Sig.) for experimental class was 0.804 and Pvalue (Sig.) for control class was 0.233, and $\alpha = 0.05$. Because Pvalue (Sig.) was > 0.05 (α), thus, H_0 was accepted and the conclusion was the data of experimental dan control class had normal distribution.

2. The result of the Homogeneity test

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not. The result of pre-test and post-test which have been obtained were tested their homogeneity by using SPSS version 16.

The hypotheses for the homogeneity test are:

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

While the criteria acceptance of hypotheses for homogeneity test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 8
The Result of Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances

Gain Score

Levene Statistic	df1	df2	Sig.
.112	1	45	.739

After analyzing the normality data, the data were analyzed for its homogeneity. In this research, the Levene statistic was used to assess the equality of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics, it can be seen that Pvalue (Sig.) was 0.739 which was more than $\alpha = 0.05$, it means H_0 was accepted because $Pvalue (Sig.) > 0.05 (\alpha)$ and the conclusion was the variance of the data was homogenous.

3. The result of the Hypothetical Test

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objective's of the research was accomplished. The hypothetical was tested by using SPSS version 16.

The hypotheses formulas are:

H_a : There is significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at

the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

H_0 : There is no significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

While the criteria of acceptance or rejection of hypotheses test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 9
The Result of Hypothetical Test

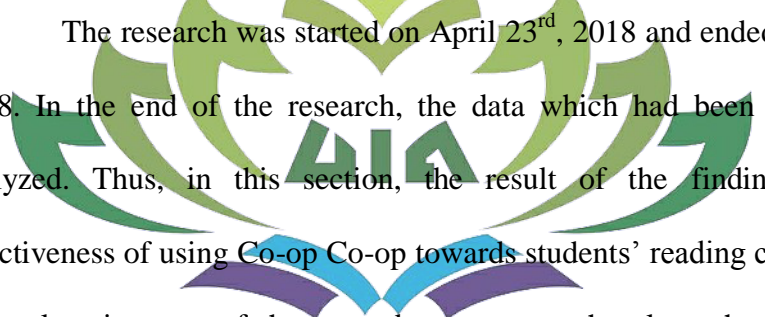
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain Score	Equal variances assumed	.112	.739	2.950	45	.005	13.53623	4.58778	4.29597	22.77649
	Equal variances not assumed			2.948	44.686	.005	13.53623	4.59180	4.28608	22.78639

The hypotheses of this research were tested by using independent sample t-test, it was used to compare both control class and experimental class' mean and the sample was taken from two different samples. Based on the results obtained in the independent sample t-test in

the table above, that the value of significant generated Sig. (Pvalue) was 0.005 which was less than the $(\alpha) = 0.05$. In other words, the Sig. (Pvalue) $< \alpha = 0.05$. It means, the H_a was accepted and H_o was rejected. Based on the computation, it can be concluded that there was significant effect of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

C. Discussion



The research was started on April 23rd, 2018 and ended on May 18th, 2018. In the end of the research, the data which had been collected was analyzed. Thus, in this section, the result of the findings about the effectiveness of using Co-op Co-op towards students' reading comprehension on explanation text of the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in the academic year 2017/2018.

In conducting the research, after having the permission to conduct the research, the try-out test was conducted in XI IPS 2 as the try-out class. The try-out for pre-test and post-test was conducted on April 27th, 2018. The try-out test was conducted before the test was given to the control and experimental class. The result of try-out test was analyzed by using SPSS version 16. The items were selected based on the r-table. The r-table for n-2

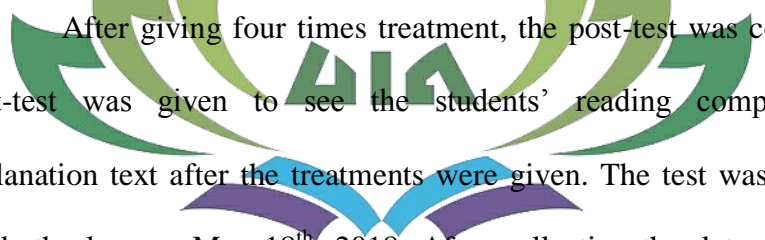
(27-2) was 0.381. In other words, the items were considered as valid if the result was more than 0.381.

There were 25 items which considered as valid from try-out (pre-test) item, they were number 1, 3, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 22, 23, 25, 26, 27, 30, 32, 34, 35, 37, 39 and also there were 25 items from try-out (post-test), they were number 1, 3, 4, 7, 9, 10, 12, 13, 15, 16, 17, 20, 22, 24, 25, 26, 27, 28, 29, 30, 32, 35, 36, 38, 39. Based on the result of the item analysis, the reliability of the test for pre-test was 0.812 and for post-test was 0.884. It can be concluded that the reliability of the test was high. It means that both of pre-test and post-test was considered as reliable. The pre-test and post-test were ready to be used in experimental class and control class. The result of the item analysis and reliability can be seen in the appendix.

The pre-test was given to see the students' reading comprehension on explanation text before the treatments were given. The test was conducted to the both class on May 2nd, 2018. After giving the pre-test for control class and experimental class, the treatments were conducted for four meetings. The first meeting was conducted on May 4th, 2018. The second meeting was conducted on May 9th, 2018. The third meeting was conducted on May 11th, 2018. And the last meeting was conducted on May 16th, 2018.

During the treatment, the process was analyzed when the Co-op Co-op technique was used in teaching reading comprehension. The students

enjoyed during the process, they could done the step of this technique well. Although, in the first and second meeting there are some problems were found such as they didnot bring dictionary, they difficult for found the right theme and also they were not confident when they present their works but the learning process still going smoothly. In every meeting we always took the conclusion for our meeting and the teacher gave correction, suggestion, and motivation for the students in the end of lesson. Thus, in the third and forth meeeting with the different topic, they had done better, they fix their mistakes and also perform more confident in their presentation and more active in learning process in discussion and question- answer section.



After giving four times treatment, the post-test was conducted. The post-test was given to see the students' reading comprehension on explanation text after the treatments were given. The test was conducted to the both class on May 18th, 2018. After collecting the data, the data were analyzed by using SPSS version 16. The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test.

The result of the normality test by using Shapiro-Wilk for experimental class was 0.804 and for control class was 0.233, whereas the $(\alpha) = 0.05$. In other words, the Pvalue (Sign.) was > 0.05 (α). It can be concluded that the data had normal distribution. After analyzed the normality of the data, the data was analyzed for its homogeneity. The result of homogeneity for both experimental class and control class was 0.739, whereas the $(\alpha) = 0.05$,

in other words, the Pvalue (Sig.) > 0.05 (α) which was considered as homogenous data. After analyzed normality and homogeneity of the data, the hypotheses was calculated whether the hypotheses were accepted or rejected.

The result of the hypothetical test and the data which have been analyzed were presented. The result of the Sig. (2-tailed) of independent sample t-test was 0.005 which was less than the (α) = 0.05. It was found that the H_0 (null hypothesis) was rejected and the H_a (alternative hypothesis) was accepted. It means the students who learn reading comprehension through Co-op Co-op show better achievement than the students who learn reading comprehension through Lecturing Technique. It also can be seen from the score of experimental class and control class. The mean of pre-test score of experimental class was 44.70 and the post-test was 81.57 and while the mean of pre-test of control class was 47.83 and the post-test was 71.17.

Based on the result of the research, it can be seen that the result of students' reading comprehension in experimental class was higher than the result of students' reading comprehension in control class. It can be concluded that the students who learn reading comprehension through Co-op Co-op were showing significant effect than students who learn reading comprehension through Lecturing Technique. There were various reasons on why the Co-op Co-op was successful.

First, in this technique, students were allowed to work together and they have more opportunity for discussed and shared their understanding each

other within the team, this step encouraged students more active and more expressive in the classroom and maximize the heterogeneity as a social development for themselves. Second, by asked the students to chose the topic which interested for them, it was stimulus their curiosity. This technique gave the students to control themselves more, they know what and how to learned, and after that they share the result of discussion to the whole class. Third, the mini-topic as each student responsibility encouraged students reading interest because they should gave contribution for each group. Forth, they felt happy when they could comprehend the text faster than before because they had good cooperation with their teammate.

From the explanation above, it can be concluded that Co-op Co-op has successfully effect for students' reading comprehension on explanation text at the second semester at the eleventh grade of SMA Negeri 1 Gedong Tataan in Academic Year 2017/2018. This research had been supported by the previous research from Farid Helmi . The result revealed that the students involved actively in reading comprehension class, they enjoyed to cooperate with their group and the students more enthusiastic to give a point for their group discussion . In this research, while doing the treatment, the students more active and expressive, it can be seen when they discussed, presented their works and answer the question related about topic. And also, they felt happy when they could comprehend the text faster than before because they

had good cooperation with their teammate and the topic was interested for them. Thus, it improve their students reading interest.

It can be concluded that Co-op Co-op is one of best technique to engage students' reading comprehension and motivate the students to improve their reading interest. The result shows that there is significant effect of using Co-op Co-op towards Students' Reading Comprehension on Explanation Text of the Second Semester at the Eleventh Grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the conclusion was made based on those data. The students' score of experimental class and control class were presented. The mean of post-test of experimental class was 81.57 and control class was 71.17. It can be seen from the mean for experimental class was higher than the mean for control class. The final judgment was not based on the mean of the students' score alone, but also the result of the value of significant generated Sig. (Pvalue) which the Sig. (Pvalue) should be < 0.05 .

In the previous chapter the result of the value of significant generated Sig. (Pvalue) had been calculated by using independent sample t-test's formula of SPSS version 16. The result of Sig. (2-tailed) was 0.005. In other words, the Sig. (2-tailed) $< \alpha = 0.05$. It means the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus, it can be concluded that there is significant effect of using Co-op Co-op towards Students' Reading Comprehension on Explanation Text of the Second Semester at the Eleventh Grade of SMA Negeri 1 Gedong Tataan in the Academic Year 2017/2018.

B. Suggestion

Based on the result of this research, the suggestions were proposed as followed:

1. For the teacher
 - a. In this research, its founded that Co-op Co-op can be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students to increase their reading comprehension by using Co-op Co-op.
 - b. Through Co-op Co-op, Students allow to work cooperatively in reading activity, thus, they can help and also share their undertanding for each other, so they create the benefit product for another students.
 - c. Teacher should prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teacher should determine the target of the teaching which must be achieved. It was important for teachers should pay more attention to students' activity during the teaching learning process in order to achieve the goal of study. The last, the teachers should be able to create the teaching learning process enjoyable, such as selecting interesting method, strategy or teachnique.

- d. When the students encounter new material or strategy for the first time, it is wise if the teacher helps or guides the students. It helps to build the student's confidence and motivation.

2. For the students

- a. The students should study hard and more practice in reading English to improve their reading comprehension.
- b. The students must be more confident and active in learning activity. Reading is not always about the text or the author's ideas but also can be the students' ideas.
- c. The students should not be afraid in expressing their new understanding and making mistakes in teaching and learning process.

3. For the next researcher

The material should be correlated with the real condition in our environment. Even though the text is kind of long text, do the right steps in Co-op Co-op, it makes students understand about the text and more active to discuss in learning process.

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DOCUMENTATION

TRY-OUT



TREATMENT 1

(EXPERIMENTAL CLASS)



PRE-TEST (EXPERIMENTAL CLASS)



CONTROL CLASS

PRE-TEST (CONTROL CLASS)



TREATMENT 2
(EXPERIMENTAL CLASS)



TREATMENT 3
EXPERIMENTAL CLASS



CONTROL CLASS



CONTROL CLASS



TREATMENT 4
EXPERIMENTAL CLASS



POST TEST (EXPERIMENTAL
CLASS & CONTROL CLASS)



CONTROL CLASS

